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ABSTRACT

This manual outlines the philosophy and organization of the secondary counseling program of the Moore Public Schools (Oklahoma). The school district has made efforts in counseling American Indian students. This document presents the goals and objectives for secondary guidance programs that provide such services as orientation, information, counseling, placement, and research and evaluation. Needed personnel are listed and the allocation of duties and responsibilities for junior and senior high counselors are made. Special programs for career education, chemical dependency prevention, and suicide prevention are outlined and policies concerning child abuse, drug and alcohol abuse, and reporting students under the influence are given. Over 70 referral agencies are listed with addresses and phone numbers. Twenty-four forms used in the various programs are reproduced in the Appendix. Included separately are handouts outlining the Indian Education program with a summary report of the measurable objectives for the school year 1989-90, and an outline of the Chemical Dependency Prevention Program with a listing of sources for program materials. (ALL)

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SECONDARY GUIDANCE MANUAL

MOORE PUBLIC SCHOOLS

DEPARTMENT OF GUIDANCE AND COUNSELING

MOORE, OKLAHOMA

Dr. Jerry Rippetoe, Superintendent
Mr. Roger Pryor, Assistant Superintendent
Mrs. Pat Ross, Director of Student Services
Mrs. Charlotte Bennett, Guidance and Drug Education Coordinator

PREFACE

The original writing of the Moore Secondary Guidance Program was revised in the Fall of 1980. The second revision of this program was completed in the Spring of 1985. In the Fall of 1988, a third revision began and was completed early in the second semester of 1989.

Moore Secondary Counselors
Moore Public Schools
Moore, Oklahoma

Revision Committee, 1988-89
Charlotte Bennett
Pat Folks
Cliff Greisen
Jean Ritter
Gary Wallace

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- Career Education Monthly Report
- Case History
- Case Write-Up
- Chemical Dependency Prevention Report Form
- Counselor's Daily Work Sheet
- Evaluation of Counselor (Moore School District)

Evaluation of Goals & Objectives
Evaluation of Program (Administrators/Teachers)
Evaluation of Program (Counselors)
Evaluation of Program (Parents)
Evaluation of Program (Students)
Goals and Objectives
Needs Assessment
Permission for Individual Testing
Permission to Release Information to Moore Schools
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Referral (Emergency)
Referral to Counselor (7-12)
Request for Information
Smile-O-Gram / Happy Gram
Student Removal

Referral Telephone Numbers (used most)

Counselor Notes

THE PHILOSOPHICAL FOUNDATIONS OF GUIDANCE SERVICES IN THE MOORE SECONDARY SCHOOLS

The impact of education upon an individual depends upon the effectiveness and the wisdom with which he isolates and determines his or her life purposes and goals. It should be recognized that schools are preparing pupils not just for life today but also for the problems they will face twenty years from now.

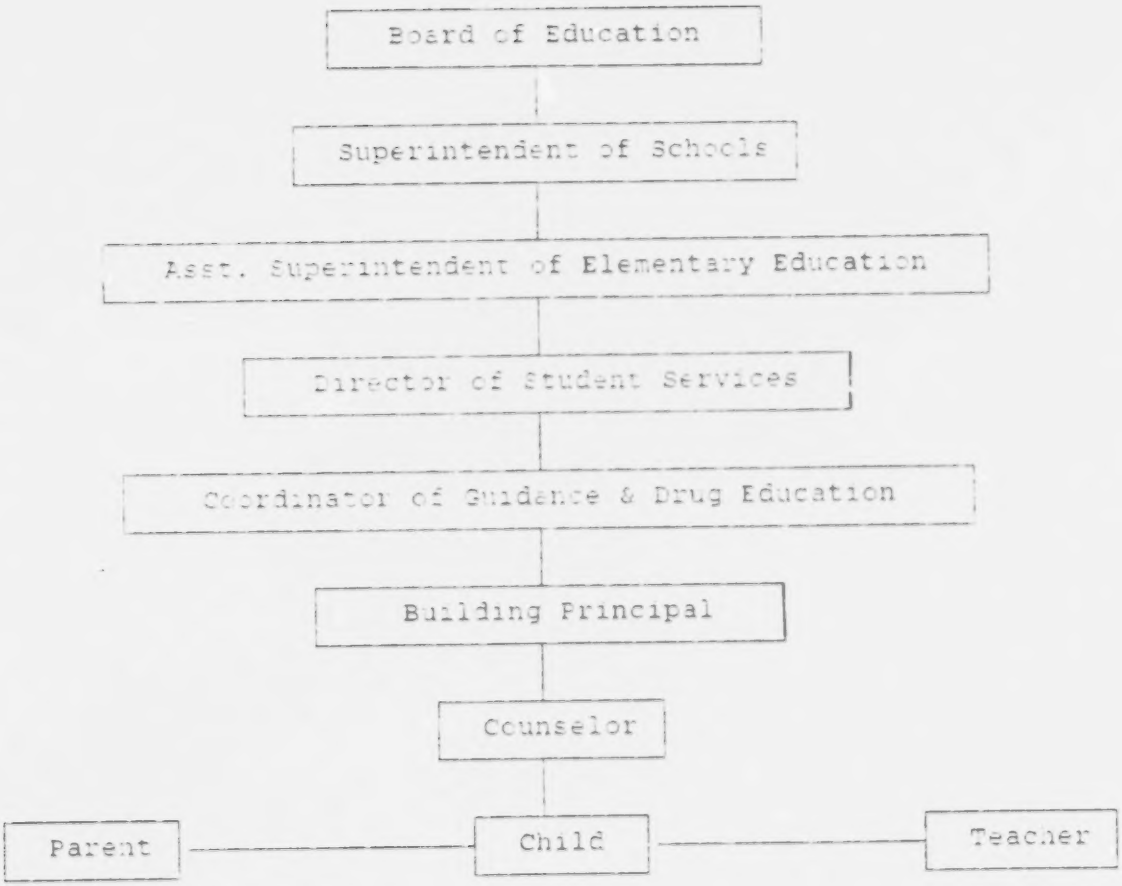
Moore Secondary Guidance, both as a concept and as a service, focuses upon youth and their future. Operating within the curriculum, Guidance has as its content the individual and the decisions that ultimately only he or she can make. While every teacher is implored to see each pupil as a distinct individual, guidance personnel are education's insurance that the individual will not be submerged in the group. Our purpose is to make sure that the pupil, the teacher, and the parent understand the various phases of the individual's development and their impact upon his or her growth, adjustment, and the decision-making process. Guidance services in the Moore secondary schools exist to aid students in understanding the variety, depth, and breadth of personal experiences, the opportunities available, and the choices open to them by helping them recognize, interpret, and act upon their personal strengths and resources.

The Moore secondary guidance philosophy is predicated on the following basic principles that undergird our function.

1. Above all else, we in guidance are committed to see the student "totally."
2. We are dedicated to treat the student with dignity, to respect his or her integrity and their right to self-fulfillment.
3. We are concerned with the student's plans for the future as well as optimum living in the present.
4. We are the prime advocates of individual differences in the school.
5. Guidance procedure depends upon a varied methodology, one that is fitted to the needs of the student to be served.
6. Just as the best conception of counseling is that of a creative relationship between counselor and student, so the important element in all guidance services is the quality of the relationship established between counselor and student, between counselor and colleague.
7. Guidance services must remain in the central stream of educational effort.

Guidance and counseling in Moore secondary schools is a process of guiding individual growth in order that students may develop their potentialities, thus assuring them a higher quality of life.

COUNSELING CHAIN OF COMMUNICATION



GENERAL GOALS FOR SECONDARY GUIDANCE IN MOORE PUBLIC SCHOOLS

1. To assist each student to help himself or herself in the recognition and solution of life problems.

2. Fundamentally and ideally, to help each pupil realize his or her fullest potential and see themselves as worthy individuals.

3. To help the student and his or her parents develop a better understanding of each other.

4. To make available to students and parents educational and vocational information in keeping with the student's interests and abilities so they can make realistic educational and vocational plans.

5. To stimulate students to utilize their abilities in attaining appropriate educational and career goals.

6. To help students make satisfactory transitions from one educational level to another.

7. To promote better teacher understanding of the needs of individual students.

8. To provide information and stimulation essential to the development of a curriculum that considers the student as an individual and meets the needs of the community.

JUNIOR HIGH SCHOOL OBJECTIVES

1. STATEMENT OF GOAL:
To help improve self-concept of junior high school students and to encourage growth in self-development.

1.1 STATEMENT OF OBJECTIVE:
Students referred for counseling will be assisted in training themselves to recognize, understand, and decide on alternative solutions to problems affecting their lives.

Description of Activities

1.1.1 Individual counseling -- both crisis and prevention
1.1.2 Group counseling
1.1.3 Classroom guidance as well as individual
1.1.4 Parent interaction for better understanding of student problems
1.1.5 Academic counseling
1.1.6 Adjustment from elementary to junior high school

2. STATEMENT OF GOAL:
To help students make satisfactory transition from one educational level to another.

2.2 STATEMENT OF OBJECTIVE:
To assist in the enrollment and orientation process of junior high students.

Description of Activities

2.2.1 Consult with elementary school principals concerning enrollment of their students and proper times for this procedure.
2.2.2 Orientation programs for sixth graders will be based upon parent and student surveys.
2.2.3 Orientation programs emphasize parent and student visitations to the secondary schools.
2.2.4 Counselors will go to the elementary schools and enroll sixth grade students.
2.2.5 Student scheduling is achieved through the provided master schedule.
2.2.6 Counselors will enroll seventh and eighth grade students and schedule them using the provided master schedule.

3. STATEMENT OF GOAL:
To use referral agencies and professional activities for the

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best benefit of the student.

3.3 STATEMENT OF OBJECTIVE:
Referral agencies and professional activities will be utilized for the best benefit of the student.

Description of Activities

3.3.1 Maintain contact with referral agencies, such as Cleveland County Guidance Center, Child Study Center, Cleveland County Youth and Family Center, Alternative School, Cleveland County Health Center, etc.

3.3.2 Seek out other agencies for aid to students who cannot meet certain needs (glasses, clothing, school supplies, etc.)

3.3.3 Attend seminars conducted by legal, medical, psychological and welfare agents.

3.3.4 Attend intra-counselor and monthly level meetings.

4. STATEMENT OF GOAL:
To promote better teacher understanding of student's individual needs.

4.4 STATEMENT OF OBJECTIVE;
To help the teacher understand the student's problems and to involve the teacher in possible solutions.

Description of Activities

4.4.1 Consult with the teacher concerning a student's behavior, grades, or attendance

4.4.2 Encourage teacher-student relations and a working understanding relationship

4.4.3 Work with teacher, when needed, in parent-teacher conferences

4.4.4 Work with teacher on capabilities and limitations of student discovered through testing and evaluation of these tests, relating student's areas of strengths and weaknesses.

5. STATEMENT OF GOAL:
To coordinate all required group achievement testing.

5.5 STATEMENT OF OBJECTIVE:
To plan, implement, and successfully complete the Achievement Testing Program.

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Description of Activities

5.5.1 Counselors will coordinate the testing program within the home school.

5.5.2 Teachers will assist in administering the Achievement Testing Program.

5.5.3 Counselors will collect and prepare test for mailing.

5.5.4 Counselors will interpret test results in each home school.

5.5.5 All testing results will be filed at the Indian Education Center which is the central location for all counseling files.

5.5.6 Results from sixth grade achievement test will be secured from the elementary schools in the spring.

6. STATEMENT OF GOAL:
To make available to students and parents educational and vocational information in keeping with the student's interests and abilities so that they make realistic educational and vocational plans.

6.6 STATEMENT OF OBJECTIVE:
Communication about where educational and vocational information is available and how to locate it.

Description of Activities

6.6.1 Access to information about Moore-Norman Vo-Tech

6.6.2 Counselor will provide career awareness for students.

6.6.3 Individual counseling

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HIGH SCHOOL OBJECTIVES

1. STATEMENT OF GOAL:
To assist each student to help himself or herself in the recognition and solution of life problems.

1.1 STATEMENT OF OBJECTIVE:
Students who are referred for counseling will learn to deal with problem analysis, become more effective in dealing with conflicts as they arise, and learn problem-solving techniques.

Description of Activities

1.1.1 Individual counseling
1.1.2 Group counseling
1.1.3 Involvement in extra-curricular activities
1.1.4 Utilization of area referral agencies

2. STATEMENT OF GOAL:
Fundamentally and ideally, to help each pupil realize his or her fullest potential and see themselves as worthy individuals.

2.2 STATEMENT OF OBJECTIVE:
Students will develop a sense of self-worth, personal pride and self-exploration.

Description of Activities

2.2.1 Individual testing (personality inventory, interest test, etc.)
2.2.2 Individual counseling
2.2.3 Group interaction
2.2.4 Utilize community leadership

3. STATEMENT OF GOAL:
To help the student and his or her parents develop a better understanding of each other.

3.3 STATEMENT OF OBJECTIVE:
Students and parents will develop a better understanding of each other.

Description of Activities

3.3.1 Student conference
3.3.2 Parent conference
3.3.3 Teacher conference

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3.3.4 Limited use of referral agencies

4. STATEMENT OF GOAL:
To make available to students and parents educational and vocational information in keeping with the student's interest and abilities so that they may make realistic educational and vocational plans.

4.4 STATEMENT OF OBJECTIVE:
Students and parents will receive current vocational and educational information in order that they may make realistic decisions.

Description of Activities

4.4.1 Career Day
4.4.2 Higher education financial aid conferences
4.4.3 Group and individual tests
4.4.4 Test interpretation
4.4.5 Resource speakers
4.4.6 Orientation at Moore-Norman Vo-Tech

5. STATEMENT OF GOAL:
To stimulate students to utilize their abilities in attaining appropriate educational and career goals.

5.5 STATEMENT OF OBJECTIVE:
Students will be motivated to utilize self-assessment in making decisions regarding appropriate educational and career goals.

Description of Activities

5.5.1 Individual counseling sessions
5.5.2 Classroom guidance activities
5.5.3 Test interpretation
5.5.4 Maintenance of current career and college information library
5.5.5 Field trips to Moore-Norman Vo-Tech

6. STATEMENT OF GOAL:
To help students make satisfactory transitions from one educational level to another.

6.6 STATEMENT OF OBJECTIVE:
Students will be equipped to move smoothly through the various

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educational levels.

Description of Activities

8.8.1 Administration/counselor interaction through meetings, in-service sessions, workshops and individual conferences

8.8.2 Counselor conferences with the various department heads to add in-put to curriculum changes or adjustments.

8.8.3 Individual and group testing and evaluation.

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SERVICES TO BE PROVIDED

Moore Public Schools plans to provide continuous counseling and guidance by professional, trained and certified personnel at all levels.

In junior high school where the student's capacities and interests need to be explored and encouraged, guidance becomes somewhat more specific. Career and educational information is provided, and the counseling interview is much more in evidence than at earlier levels.

At the senior high level, the features of the junior high program are continued with increased emphasis in most areas. Relating of aptitudes, interests, and performance (scholastic in particular) is accented. Selection of the placement in continued education, training, or career becomes a major concern at this stage. Counseling sessions are used extensively. Much consideration is given to curriculum choices and long-range planning of the student's entire school program.

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PERSONAL DATA AND RECORD SERVICE

TEACHER GRADE BOOKS:

These and composite grade sheets should be retained by the school for a period of five years.

REPORT CARDS:

These may be destroyed after one year.

NOTE:

As students progress from elementary school to junior high and high school, it shall be the responsibility of the sending school to transfer records to receiving school no later than the teacher reporting date for the new school year. All folders should be complete before sending them to the receiving school.

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DISPOSITION OF STUDENT RECORDS

TRANSCRIPT CARDS:

These move forward with the student through our school system. Two microfilm copies will be made and retained permanently for students who drop out or graduate from our high school. Transcript cards for students who transfer out of the school system at any grade level or who go into the inactive file for any reason will be maintained in a file in that school building. Every five years, these cards will be sent to the high school in alphabetical order to be microfilmed for permanent storage by the registrar at the high school.

STUDENT FOLDERS:

These will move forward with the student through our school syster. Folders will be maintained by the individual school for a period of five years after going into an inactive status for any reason. Student folders can be destroyed after five years in an inactive status.

INDIVIDUAL TESTS:

These should be retained by the school at the Student Record Center for a period of five years. After this period of time, test scores could no longer be considered valid and tests may be destroyed.

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ORIENTATION SERVICE

There should be a planned orientation for all seventh graders and their parents in the spring of their sixth grade year. This is in recognition of the fact that the change from elementary school to junior high school is one of the most significant changes that will occur for any individual. The students need much guidance to help them adjust in this new semi-adult world they are entering, and the parents are often in great need of assistance to help them understand what is happening to their junior high age children.

Orientation for students who enter Moore Schools during the school year will be done on an individual basis by the registrar and counselors.

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INFORMATION SERVICE

Three basic types of information are required:

1. Information for educational understanding
2. Information for occupational understanding
3. Information for self-understanding

The collection and organization of educational, occupational, and personal information should be done carefully and thoroughly. The information should be housed in a place accessible to all students, teachers and counselors.

A career requires planning at each step along the way to insure the greatest possible benefit to a student. It is important to make sure that the student understands the requirements for high school graduation, course requirements for college admission, and the possibilities offered in vocational programs.

Each student will begin an "Educational and Career Planning Folder" in the ninth grade that will move with the student from grade to grade. Every student will be asked to make a tentative four-year plan for his/her education. Although this plan may be changed or modified as the student advances through school, it prompts him/her to plan and follow a purposeful, well-coordinated program from the beginning. Graduation requirements, career information, and college entrance requirements are also included in the Educational and Career Planning Folder.

Information about colleges and training opportunities should be available so that the interested student may write for

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additional information. A file on state colleges, a copy of the Peterson's College Guide, computerized programs, and other materials will be currently maintained and kept accessible to students in the Counseling Centers at the high schools.

Occupational information should be plentiful and kept up-to-date. Anything over five years old should be removed from the files and destroyed.

An annual high school "Career Day" (when representatives from various professions, vocations, careers, colleges, and other training institutions come to speak to interested groups of students) provides one of the best means of sparking interest in various vocational fields. The Counseling Centers at the high schools are available for college representatives and individuals from various career fields to meet with interested students.

An attractive and informative bulletin board should be maintained by the guidance department in each school.

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COUNSELING CENTER

Individual counseling is a person-to-person relationship designed to assist the student deal more effectively with this environment, and also, to become a self-directed individual based on a realistic self-concept. Individual counseling should not require any fixed number of sessions; it should be flexible to meet the needs of the particular case. However, it is suggested that each student in junior high and senior high have a specific consultation with his/her counselor at least once during each year. Further conferences should be encouraged as needed; these can be arranged by the student himself or by a referral.

Counselors should be provided with a counseling room or office where privacy will be assured. The surroundings should be pleasant and attractive in order to set counselees at ease and to promote greater rapport. The counseling load on the secondary level should be divided among the counselors with a maximum load of 400 students per counselor. An alphabetic division of students would give the counselor and student an opportunity to get to know each other better. The counselor could thus follow the same students through all their school years.

The school counselors must be given an opportunity to perform the duties that are expected of them. They must be protected from being called upon to perform activities that interfere with or are incompatible with those of counseling.

Group guidance is a very real part of the counseling process.

A suitable place should be provided for the small group conferences whether they be students, teachers or parents. Other group conferences might be carried on in assemblies, homerooms, or classrooms when appropriate.

It should be the responsibility of the counselors to maintain contact with the various referral agencies available to the students in the school, and to call upon them whenever necessary. It should be clearly understood that school counseling takes place in an educational setting and stresses the positive aspects of individual development. School counseling is not therapeutic nor diagnostic as in clinical treatment and psychological counseling is not the responsibility of the school counselor.

PLACEMENT SERVICE

Placement is concerned with satisfactory adjustment; consequently, successful educational and vocational placement are dependent upon the individual's abilities, interests, training, and limitations. Educational placement is experienced by all pupils who enroll in a school for the first time whether they be first graders or transfers from other schools. Pupils entering either a new instructional program or an extra curricular activity experience educational placement. It occurs when pupils are assigned to classes, groups, or sections based upon their individual needs. Students should be provided with whatever help they need in determining what courses seem to offer a good chance of success, which ones might be interesting, and which appear to be more worthwhile to him/her as an individual. This includes changing schedules when it seems appropriate.

It should be the responsibility of the counselor to make available to the student, to the teacher, and to the parents the judicious understanding of the cumulative record of the student as it portrays his/her abilities, achievements and interests.

The counselors should be available for conferences with teachers to help them in understanding individual students and their needs, and in helping them adjust their teaching when necessary. Individual conferences and case conferences should be arranged for as needed.

Information regarding the functions of the counseling program

and the benefits that may be expected should be made available to all teachers, and they should be encouraged to use these guidance services. Teachers should be encouraged to introduce the students to an awareness of how the guidance counselors can assist them.

Counselors and teachers together should plan for and conduct group guidance activities. Appropriate occupational material should be collected and distributed so that all teachers may include more incidental teaching of related occupations.

RESEARCH AND EVALUATION SERVICE

The counselors should be contributing members of all curriculum planning committees and should strive to take part in departmental and grade level meetings, not only to give suggestions but, also, to thoroughly understand the philosophy and practices of each department in the school.

The guidance committees in each school should evaluate the guidance program at least three times each year and offer suggestions for research and evaluation improvement. As time and personnel permits, it would appear beneficial to make a study of our own graduates to determine what occupations have been most successful.

PERSONNEL NEEDED

1. It is recommended that there be at least one counselor for every four-hundred students enrolled in the junior high and senior high schools.

2. A Guidance Committee should be established consisting of all the professional counselors, a principal, faculty, students, and parents. The responsibility of the committee would be to insure that the guidance work of the school is coordinated.

3. Clerical help should be provided to relieve the counselors of much of the routine record keeping.

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ALLOCATION OF DUTIES AND RESPONSIBILITIES OF COUNSELOR
(Junior High Counselor Grades 7-8-9)

Duties and Responsibilities:

1. Counselor shall arrange for needs assessment with staff and principal for each school.

2. Counselors shall conduct in-service with principal and staff at each school relative to objectives for counseling program.

3. Counselor shall provide individual counseling services to students.

4. Counselor shall provide small group guidance services to students.

5. Counselor shall conduct classroom group guidance activities.

6. Counselor shall consult with teachers concerning students.

7. Counselor shall assist teachers and/or principal in conferences with parents/guardians.

8. Counselor shall conference with parents/guardians concerning their children.

9. Counselor shall serve as the contact person for the school from referral agencies, parents and other schools for the distribution of information and the receiving of information about students.

10. Counselor shall attend workshops that are available for updating counseling skills.

11. Counselor shall attend local in-service as provided by the Moore Guidance and Counseling Program.

12. Counselor shall attend monthly meetings with Secondary Counseling Coordinator and/or Director of Student Services for implementation and continued evaluation of Guidance and Counseling Program.

13. Counselor shall conduct testing in-service for teachers and provide interpretation of group tests to students, parents, and teachers.

14. Counselor shall conduct (in the spring) evaluations of the Guidance and Counseling Program relating to teachers and administrators.

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15. Counselor shall provide Career Education through the guidance program using individual, group and classroom activities.

16. Counselor shall be responsible for the enrollment and scheduling of all seventh, eighth, and ninth grade students.

17. Counselor will follow the guidelines for the Chemical Dependency Prevention component of the Guidance and Counseling Program.

18. Counselor will follow the guidelines for the Suicide Awareness component of the Guidance and Counseling Program.

19. Counselor shall coordinate and supervise the Peer Helper program.

20. The counselor is responsible for the orientation of 7th, 8th, and 9th grade students.

21. The counselor organizes, assists and advises 7th, 8th and 9th grade enrollments.

22. The counselor will advise 9th grade students of high school requirements for graduation using the Career Education Folder.

23. The counselor shall work with community resources and other agencies.

24. The counselor shall maintain up-to-date cumulative records for each student that are available to students parents, and authorized school personnel to assist with the educational growth and development of the individual student.

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ALLOCATION OF DUTIES AND RESPONSIBILITIES OF COUNSELOR
(Secondary Guidance Counselors Grades 10-11-12)

Duties and Responsibilities:

1. The counselor shall organize and conduct pre-enrollment for sophomores, juniors and seniors for the next year.

2. The counselor shall assist in advisement during enrollment periods and shall provide for enrollment of student who enroll on other than the official enrollment days.

3. The counselor shall advise students concerning schedule problems and conflicts.

4. The counselor shall provide individual personal counseling services to all students through self referrals as well as referrals from teachers, principals, and parents.

5. The counselor shall provide education and career counseling services to students through group and individual activities.

6. The counselor acts as a liaison between the student, teacher, parent, and community agencies resolving problems that arise in the educational, social and personal growth of the student.

7. The counselor shall maintain up-to-date cumulative records for each student that are available to students, parents and authorized school personnel to assist the educational growth and development of the individual student.

8. The counselor shall provide group testing as necessary to evaluate student ability, achievement, and interest in reference to educational and career decisions.

9. The counselor shall provide input to the administration concerning curriculum planning that insures optimum student development and opportunity.

10. The counselor shall maintain a high standard of proficiency in educational and career information and counseling techniques.

11. The counseling staff shall determine program success through needs assessment and evaluation procedures.

12. The counselor shall screen student transcripts to insure that state and local curriculum requirements are satisfied prior to the award of a diploma.

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13. The counselor shall schedule and conduct the Armed Services Vocational Aptitude Battery (ASVAB) for juniors and, subsequently, provide group sessions on the interpretation of the test results.

14. The counselor shall schedule and conduct the Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test for juniors and selected sophomores.

15. The counselor shall schedule and conduct Career Day events.

16. The counselor shall notify by letter the parents/guardians of those seniors that have deficiencies for graduation and those seniors that are enrolled in night school and/or correspondence courses for credit necessary to complete graduation requirements.

17. The counselor shall (during March, upon receipt of third quarter grades) notify by letter the parents/guardians of seniors that may be failing and are not eligible for graduation.

18. The counselor shall (during May) prepare the list of seniors to be awarded scholarships during the evening Scholarship Honors Reception ceremony.

19. The counselor shall (during May) check the final grades for all seniors to insure the unit rule for participation in graduation exercises and compliance with the unit rule for a diploma. In addition, the counselor shall record all seniors as graduates or record all senior deficiencies which will remain on file with the school registrar.

20. The counselor shall provide letters of reference as requested for those students enrolling in college or for those students seeking employment.

21. The counselor shall follow the guidelines for the Chemical Dependency component for the Guidance and Counseling Program.

22. The counselor shall attend monthly meetings with the Secondary Counseling Coordinator and/or Director of Student Services for implementation and continued evaluation of the Guidance and Counseling Program.

23. The counselors shall coordinate the Moore-Norman Vocational tours and enrollment.

24. The counselor shall coordinate and supervise the Peer Helper program.

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CAREER EDUCATION

I. DESCRIPTION OF PRIOR ACTIVITIES:

For the past twenty years, the Moore Guidance and Counseling Program K-12 has included career education as a part of the total program. Due to lack of monies to buy appropriate career education materials, this component has been limited in scope. The majority of the schools have addressed career education thrcugh Career Days, Career Education Week and/or special activities. At our regular Guidance and Counseling meetings, the counselors have stressed that they would like to place more emphasis on this much needed area.

II. NEEDS ASSESSMENT:

A yearly needs assessment is conducted in each school at the beginning of the school term. The home school needs assessment results are used to prioritize the activities for each local school site. The Guidance Committee in each school uses the needs assessment results to make suggestions and recommendations for the local school guidance competencies. In the past years, the needs assessments from all schools have listed the following major needs: individual and small group counseling, classroom guidance, career education, test interpretation, consultation with teachers, and parent conferences.

In February, 1989, a second needs assessment was conducted in the elementary schools with sixth grade students, faculty, and parents in regard to "Career Education." The same assessment was conducted in two junior high schools with students, faculty, and parents. The needs assessment was conducted because Moore Public Schools was selected to pilot a program for The National Career Guidance and Counseling Guidelines.

The needs assessments from elementary and junior high students, faculty, and parents clearly indicated the number one need to be "Students need to be able to demonstrate a positive attitude about self." The second need was "Describe the relationship of personal qualities (i.e. dependability, promptness, getting along with others, etc.) to getting and keeping a job." The third need was "Make positive statements about self and others."

III. GOALS & COMPENTENCIES:

<u>Goal 1:0</u>
Self awareness....
Acquire positive attitudes toward self and others, a sense of

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self worth, and the motivation to accomplish personal goals.

Compentency:

1.1 Students will develop self understanding and awareness.
1.2 Students will understand and deal effectively in relationships with others.
1.3 Students will be able to identify their interests, talents, and abilities.
1.4 Students will be able to identify and accept personal accomplishments.
1.5 Students will develop a sense of belonging to family, school, and community.
1.6 Students will be able to develop a sense of responsibility and control over life, decisions, and emotions appropriate to student ability.

Goal 2:0

Career awareness and exploration....
Develop an early and continuing awareness of career options and opportunities and explore them in relation to maturing qualities (i.e. dependability, promptness, getting along with others, etc.) needed for getting and keeping a job.

Compentency:

2.1 Students will develop decision-making skills appropriate to student ability.
2.2 Students will develop goal-setting skills.
2.3 Students will be exposed to career information.
2.4 Students will become aware of their career interests, skills, talents, aptitudes, and job satisfiers.
2.5 Students will be familiar with and encouraged to participate in various educational career resources.
2.6 Students will become aware of the relationship between education and their future goals.

The outcome of the above goals and compentencies will be met by the successful completion of two career education activities per month during the school term 1989-90 with the targeted audience to be sixth and seventh graders. The activities will be completed during the early part of May, 1990 in order for the evaluation process to be completed.

IV. SOME SUGGESTED MATERIALS:

1.1 "Students will develop self-understanding and awareness."

Lions Quest - "Applauding Your Success"
Opportunities for Learning - "Career Awareness"
Opportunities for Learning - "Self-Awareness"
(both have several activities)

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Charlie Brown Career Education Program - unit 5
Learning Tree filmstrips - "Developing Self-Confidence'
"Being You"
VIDEOS: Sunburst - "Self-Assessment"
A Tool For Career Decision (act pgs 19-22)

Sunburst - "Self-Concept: How I Know Who I Am"
(activities on pages 12-13)

Guidance Associates "How to Develop Self-Confidence When You're Not the Fastest, Smartest, Prettiest, or Funniest"

1.2 "Students will understand and deal effectively in relationships with others."

Lions Quest - "Peer Pressure"
"Peer Pressure Survey" (work sheet)
Learning Tree filmstrips "Developing Self-Confidence"
VIDEOS: Self-Image & Your Career (act. pgs. 11-15)

"Coping With Peer Pressure: Getting Along Without Going Along"

Pleasantville Media: "Me Power -- Building Self-Confidence" (activity pgs 10-11)

1.3 "Students will be able to identify and accept personal accomplishments."

Lions Quest - "You-nique: Celebrating the One & Only You"
Opportunities for Learning "Career Awareness"
Opportunities for Learning "Self-Awareness"
(several activities)
VIDEO: Study Skills Plus Attitude (Sunburst)
(pre test - pg 10; activities pgs 9-17)

1.4 "Students will develop a sense of belonging to family, school, and community."

Lions Quest - "A Family Is A Way of Feeling"
What Is A Family For (work sheet)

"Roots & Wings: Sharing a Family Symbol"
Family Interview (work sheet)

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Charlie Brown "Career Education Program" - unit 12
Learning Tree filmstrips - "You're The Only You"
Learning Tree filmstrips - "Developing Self-Discipline"
VIDEO: Sunburst - "Person to Person: Learning to Communicate" (activities pgs 15-20)

1.5 "Students will be able to develop a sense of responsibility and control over life, decisions, and emotions appropriate to student ability."

Lions Quest - "Coping Skills"
Skills to Build (work sheet)
Following Directions on Activity Pack (many to use)
Opportunities for Learning "Self-Awareness" (sev. act.)
VIDEO: Guidance Associates-
"Proud To Be Me: Developing Self-Esteem"
"Knowing Who You Are - And Liking It"

2.1 "Students will develop decision making skills appropriate to student ability."

6th grade -- Choices
7th grade -- Oklahoma Career Search

Quest: Self-awareness & Decision Making
"What I Believe" (work sheet)
How Our Needs Affect Our Decisions
SRA - Decision Making for Career Development
(4 film strips & student activity book - 9 activities)
Charlie Brown "Career Education Program" - unit 10
VIDEO: Guidance Associates - "Decision Making Skills"

2.2 "Students will develop goal-setting skills."

Quest: The Path of My Life.....
Wishes & Hopes
Wishes & Hopes (work sheet)
Growing by Setting Goals
Growing by Setting Goals (work sheet)
Charlie Browns "Career Education Program" - unit 15
Learning Tree filmstrips - "Developing Self-Discipline"
VIDEO: "Self-fulfillment: Becoming the Person You Want To Be"

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2.3 "Students will be exposed to career information."

4th grade - Oklahoma Career Search
U.S. News Today - Career Guide
6th grade - Choices, Jr.
Roving Reporter "Career Caravan"
November Careers "Good Apple"
Opportunities for Learning "Career Awareness" - articles
Opportunities for Learning "Finding A Job" - articles
Disney "Discovering The World of Work" (filmstrips & activity sheets)
Coronet Media "Consumer Sense" (tapes & work sheets)

2.4 "Students will become aware of their career interest, skills, talents, aptitudes, and job satisfiers."

Interview Guidelines - "Good Apple"
Disney's Career Planning Program (filmstrips & activity sheets)
Disney's "Basic Skills for a Changing World" (filmstrips and activity sheets)
Charlie Brown "Career Education Program" - unit 7
VIDEO: Self-Assessment: A Tool For Career Decisions (select from activities on pages 19-22)

2.5 "Students will be familiar with and encouraged to participate in various educational career resources."

7th grade - U. S. News Today - Career Guide

Dictionary Practice "Good Apple"
In the News "Career Caravan"
Opportunities for Learning - "Career Awareness"
"Applying For a Job"
"The Interview"
(all have activities)
Charlie Brown "Career Education Program" - unit 22

2.6 "Students will become aware of the relationship between education and their future goals."

6th grade - Choices
7th grade - U. S. News Today - Career Guide
Oklahoma Search

Interview guidelines "Good Apple"
Opportunities for Learning "Self-Awareness" (activities)

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VIDEOS: Setting Career Goals the Video Way
(Use: Setting Career Goals - activity #4)

Careers & Values (Sunburst)
Understanding the Choices (activity pgs. 9-13)

Study Skills & Job Success
1. Why Stay in School (activity book)
2. Study and Work Habits

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CHILD ABUSE POLICY

PROCEDURE:

1. When child abuse is suspected by principal, teacher and/or counselor, it is important that the action be documented. Many times, the child abuse is just suspected and reported to counselors by concerned patrons and/or neighbors.

2. Should suspected child abuse be reported to the school, the principal, principal's designee, and/or counselor should inform the person calling that by law, they are to report the child abuse to the proper authorities, i.e. police department.

3. If the teacher and/or counselor is aware of suspected abuse, they should immediately talk with the principal; the principal always decides what action should be taken. The principal should have the counselor/teacher document the situation.

4. If a student comes to school with visible evidence of abuse, or the student reports that he/she has been abused, then the teacher/counselor should inform the principal or principal's designee.

5. When it has been determined that there is suspected abuse, the principal, principal's designee, counselor, and/or school nurse shall contact and report suspected abuse to the Department of Institutions Social Rehabilitative Services (DISRS).

6. If the student needs to be removed from school supervision, it is the responsibility of either the principal, principal's designee, or counselor to ask the police to contact the family BEFORE the student leaves school. If the police are unable to contact the family, the principal, principal's designee, or counselor will contact the family.

7. If the police insist on taking the student, the principal, principal's designee or counselor will complete the statement which explains that the police are taking the student by their own command and not by order, request, or policy of Moore Schools.

8. The counselor is to prepare a detailed case write-up for the counselor's file.

9. If child abuse is suspected but can't be proven, counselors/teachers are urged to hold a conference with the parents or make a home visit thereby making an effort in the area of prevention.

10. The Student Removal Receipt must be filled out properly, signed, and filed.

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REPORTING CHILD ABUSE

Any school official or employee who has reasonable cause to know or suspect that a child under the age of eighteen (18) has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, will immediately report or cause a report to be made to the Human Services Department with notification to the Director of Student Services (794-8282).

School employees and officials will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.

It is not the responsibility of the school official or employee to provide that the child has been abused or neglected.

Adopted
10/10/83
Revised
1/13/86

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CHEMICAL DEPENDENCY PREVENTION COMPONENT

Kindergarten through Sixth Grade:

The Chemical Dependency Prevention component for kindergarten through sixth grade will emphasize self-concept and decision-making skills. The counselor in each elementary school will utilize the classroom teachers and the home school guidance committee to establish a program to meet the needs of that particular school.

Suggested METHODS/TECHNIQUES to be used:

1. Individual counseling
2. Small group counseling
3. Classroom guidance

Suggested MATERIALS to be used for grades K-4:

Drug Prevention Program (nationally validated from WI)

Dust kit

Fat Albert

I CAN program

Innovative counselor materials

Lollipop Dragon

ME booklets

Resource people from various agencies

Star of the Week co-sponsored by Moore Burger King

Starting Early

The Learning Tree Series

Winnie the Pooh kits

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Suggested MATERIALS for grades 5-6:

Alcohol Use and Abuse (Walt Disney Education Media)

Drug Education materials (Guidance Associates)

Drug Prevention Program (nationally validated from WI)

Drug Abuse Poster Cards (Milton Bradley Co)

Drugs in Today's World (Society for Visual Ed, Inc.)

Drugs, Values and Personal Problems (Prentice Hall Media)

Drugs, Alcohol and Cigarettes (McGraw-Hill Media Co)

Fat Albert

I CAN program

Resource people from various agencies

Starting Early

Toma, David tapes

Toward Affective Development

For additional sources of materials, refer to your Bibliography of Elementary Guidance Materials.

Seventh through Twelfth Grade:

The Chemical Dependency Prevention component for grades 7-12 will emphasize a cooperative effort of counselors initiating and implementing twice a month with teachers through curriculum areas a specific program to meet the needs of each particular school. The counselors in each secondary school will utilize the curriculum areas and the home school guidance committee to formulate the appropriate program for that school.

Suggested METHODS AND TECHNIQUES for grades 7-12:

1. Individual counseling
2. Small group counseling
3. Crisis counseling

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Suggested MATERIALS for grades 7-12:

-Kits-

Drugs in Today's World (Society for Visual Ed, Inc)

Alcohol, Smoking and Drugs (Society for Visual Ed, Inc)

The Adolescent Experience: Shaping Identity (Guid Assoc)

The Adolescent Experience: Developing Values (Guid Assoc)

Am I Worthwhile: Identity and Self-Image

Learning to Like Yourself: The Tasks of Adolescence Series (grades 7-8)

Tobacco and Alcohol: The $50,000 Habit (Guid Assoc)

Becoming An Adult: A Disney Family Studies Series (Walt Disney)

Understanding Alcohol Use and Abuse (7-10, Disney)

Alcohol and Other Drugs - Lifeskills (Soc for Visual Ed)

Positive Life Attitudes for America (Zig Ziglar Corp)

Getting Through Bad Times: Teenage Crisis (Sunburst Comm)

Innerchange:
A Journey into Self Learning Through Group Interaction
Conflict Management
Drug Education (Human Development Program)

-Films-

Drugs: Friend or Foe? (Illustrates the benefits of proper drug use, and the hazards of drug abuse.)

Drug Abuse: Who Needs It? (Educates students about the dangers of drug abuse. This filmstrip presents a story of a boy who becomes involved with drugs. It shows some of the pitfalls of drug abuse.)

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Squeegee Learns About Drugs (Talented Mary Lou Anderson brings basic safety rules for drug use to the primary through her innovative puppet, Squeegee the bookworm.

Drug Abuse: It's Your Decision (In addition to the physical and medical consequences of drug abuse, this filmstrip deals with the legal implications, and the effects of drug abuse on achievement of personal goals.)

Resource people from various agencies

For additional sources of materials, refer to your Bibliography of Secondary Guidance Materials.

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DRUG AND ALCOHOL ABUSE POLICY

IN COMPLIANCE WITH HOUSE BILL 1283:

I. Purpose

To state the policy of the Moore Public Schools Board of Education concerning alcohol and drugs, specifically, but not limited to Sections 163.2 and 506 of Title 37 and Section 2-101 of Title 63 of the Oklahoma Statutes.

II. General

It is the responsibility of the student to know the laws and policies on alcohol and drug use and abuse.

It is the responsibility of the student to obey all civil and school laws and policies concerning alcohol and drug use and abuse and to report any violations of them.

It is the responsibility of the Board, through the teachers and the administrators of the schools, to make known to the student, the laws and the punishments for violations of the laws concerning alcohol and drug use and abuse.

III. Policy

1. The Board prohibits the possession, use, transmission, sale or being under the influence of a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, counterfeit drugs, nonintoxicating beverage, controlled dangerous substance, uncontrolled dangerous substance or any other material specified in, but not limited to, the above mentioned laws of the State of Oklahoma by any student on school grounds during, immediately after school hours, on school grounds at any other time when the school is being used by any school group, or off the school grounds at any school-sanctioned activity, function, or event.

2. Use of a drug or prescribed medicine authorized by a registered physician shall not be considered a violation.

3. In the general classroom situation, teachers should not attempt to diagnose symptoms of drug or alcohol abuse. If it appears to any public school employee that a student may be violating any portion of the policy stated in Item 1 above, that person, immediately, shall report the matter to the school principal or his/her designee. The principal or his/her designee shall immediately notify the Superintendent of Schools or his/her designee and a parent or legal guardian of the student. Law

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enforcement officers may also be notified.

4. The principal shall remove or have the student removed from the classroom, or point of infraction, to a neutral area pending investigation. If the investigation reinforces the suspicion, the student is to be summarily suspended until an evidentiary hearing can be scheduled. If guilt is determined, then via the due process procedures of the school, the student shall be given a lengthy suspension or expulsion.

5. School discipline will be imposed independently of any formal court action.

6. When a teacher or other staff member comes into possession of alcohol or suspected drug, the material will be placed in an envelope or other suitable container, labeled with the date, time, and how obtained, and then given to the principal who will contact the Superintendent and the appropriate law enforcement agency.

7. The law affords protection to the student who seeks information or counseling on how to overcome alcohol or drug abuse problems from teachers or counselors during information-gathering sessions through the right of privileged communication.

8. In affording confidentiality to the student and providing protection to him/her during the counseling sessions, no statement whether oral or written by the student and no observation or conclusion derived by the teacher or counselor shall be admissible against the student in any proceeding. Nor shall the disclosure of any reports, statements, observations, conclusions or other information assembled or procured by the teacher or counselor be required by any rule, regulation or order of any kind.

9. Teachers shall be instructed as necessary to be considered qualified to act in the capacity of alcohol or drug counselors or will have the option to defer any questions regarding alcohol or drug use and abuse to one who is qualified.

No employee of the school district or member of the School Board shall be responsible for any treatment costs incurred by a student as a result of any such assistance or referral to any medical treatment, social service agency or facility, or substance abuse prevention and treatment program.

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10. In an effort to prevent violations of the policy and laws, the school system will maintain liaison with rehabilitation, treatment, judicial, law enforcement, and legislative agencies, gathering information for distribution to and education of students, employees, and any other interested or affected persons.

11. Teachers and all other employees of the school system are expected to convey by their actions, deeds, and teachings that they do not in any way encourage or condone alcohol or drug use by students.

12. The school system's primary business is education. The educational climate will permit discussion of controversial topics without threat of punitive action, unless there is positive evidence of violation of the law. With this in mind, students are encouraged to consult with teachers for help on alcohol and drug use and abuse problems.

13. Publications which advocate the illegal use of alcohol or drugs are prohibited from being distributed on school property.

14. Persons found to be engaged in or advocating illegal activity while on school property will be reported by the principal to law enforcement authorities.

15. Any employee found to be in violation of Item 1 above shall be immediately dismissed and relieved of any further duties with the Moore Public School District.

Revised
3/13/89

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REPORTING STUDENTS UNDER THE INFLUENCE OF OR POSSESSING NONINTOXICATING BEVERAGES, ALCOHOLIC BEVERAGES, CONTROLLED DANGEROUS SUBSTANCES, OR COUNTERFEIT DRUGS

In keeping with the School Laws of Oklahoma, it shall be the policy of the Moore Board of Education that any teacher who has reasonable cause to suspect that a student may be under the influence of or said student has in his/her possession:

1. nonintoxicating beverages;
2. alcoholic beverages
3. controlled dangerous substances; or
4. counterfeit drugs

as the above are now defined by state law, shall immediately notify the principal or his/her designee of such suspicions. The principal shall immediately notify the Superintendent or designee and parent or guardian of said student of the matter.

Any suspension and/or search of said student shall be subject to any applicable school policy, state law or student handbook regulation.

Every teacher employed by the Moore Board of Education, who has reasonable cause to suspect that a student is under the influence of or has in his/her possession nonintoxicating beverages, alcoholic beverages, a controlled dangerous substance, or a counterfeit drug and who reports such information to the appropriate school official, shall be immune from all civil liability.

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SUICIDE AWARENESS COMPONENT
of the
Moore Guidance and Counseling Program K-12

Suicide in the United States has become a major health problem, and the second in the cause of death of teenagers. In the age group of 15-19 years, the rate of increase has gone up 300% in the past 20 years. Professionals in the field of suicide prevention believe that the actual number of adolescent suicides is much higher than official figures indicate. Many suicides go unrecognized or reported as such. More than 5,000 adolescent deaths a year nationwide are attributed to suicide. Every year, it is estimated that about 400,000 young people between the ages of 15 and 24 attempt suicide.

The rate of suicide among the adolescents in Oklahoma is 42% above the national average. This percentage has tripled since 1900. According to the latest information from the Bureau of Vital Records in 1984, Oklahoma had 444 suicides recorded. In the age group 10-14 years, there were seven suicides. There were 30 suicides in the 15-19 year old group. In Cleveland County there were 19 recorded suicides. Moore had two suicides in 1984. It is not known why there has been such a dramatic increase in this tragic phenomenon in the state of Oklahoma. It is known that there are some related risk factors for young people: family breakdown, family history of alcohol and drug abuse, symptoms of delinquency, aggression or depression, and non-specific crisis such as conflict with parents, peers, or school officials.

Troubled adolescents provide additional problems in learning and in the classroom. The contagious nature of suicide can affect the entire school system and bring education to a halt for extended periods of time. A school awareness program aimed at educating people to the warning signals of suicide with community mental health resources to support a school's educational purpose will, in fact, improve the community by ultimately decreasing the number of deaths from suicide and increasing the number of referrals for professional assistance before the deaths occur. Suicide is one of the most preventable deaths if the warning signs are recognized and professional help is provided.

Because of the alarming increase of suicides and attempted suicides in the United States and Oklahoma, the Moore administrators and counselors felt the need to have a written Suicide Awareness Program for grades K-12. Committees were formed for each division level throughout the system. Counselors, teachers, parents, principals, PTA members and the president of M.A.C.T. served on the various committees. The committees were responsible for writing a Suicide Awareness Program for each grade division.

SUICIDE AWARENESS PROGRAM
(grades K-6)

I. To educate the staff, faculty, and community regarding the characteristics of children at risk.

   A. In-service meetings for staff to be conducted by counselors and/or guest speakers

   B. Conferences with parents

   C. P.T.A. involvement - meetings

II. To continue the ongoing efforts of the guidance program in all critical areas

   A. The objective of the elementary guidance program is to help improve the self-concept of all elementary children.

   B. This objective will be achieved through the implementation of the following programs:

      1. Quest - Skills for Adolescents
      2. Gus & Gussie - Growing Up Strong
      3. McGruff
      4. Bill Cosby's Fat Albert kits
      5. Biofeedback
      6. Triple A - Starting Early
      7. Any other resources listed in the Guidance Bibliography

III. To maintain a current listing of professional referral sources (Each counselor is responsible for keeping an up-to-date list available.)

SUICIDE AWARENESS PROGRAM
(grades 7-8-9)

I. To make available to students information about depression and have a referral service for those in need

A. Counselors, in conjunction with the Drug Education Program, can provide information to students about depression and its causes and effects.
B. Teachers can incorporate into curriculum the concept of self-esteem, etc.
C. Hot line numbers are listed in the student handbook for students in need.
D. Bulletin boards, flyers, etc. provide general information to students.
E. Informative literature is provided through the media center.

II. To continue ongoing efforts of the guidance program in all critical areas affecting self-esteem and self-concept

A. The Guidance and Counseling Program will incorporate into its ongoing efforts the teaching of self-concept, self-esteem, suicide prevention awareness, etc.
B. Counselors will add new segments to this program as needed.

III. To provide a suicide awareness program for teachers, students, parents, and community

A. Provide research materials to faculty, students, parents and community
B. Hold in-service for faculty
C. Resource speakers
D. Parent conferences
E. Classroom guidance
F. Individual counseling
G. P.T.A. organization
H. Small group guidance
I. Parent/teacher conferences

IV. To make the public aware of the increasing suicide threats to the youth of Moore through community involvement

A. Provide, upon request, educational information and community organization
B. PTA involvement - meetings, special programs, etc.

SUICIDE AWARENESS PROGRAM
(grades 10-11-12)

I. **To educate staff, student body and community**

A. In-service with staff during school year
   1. Identification of characteristics of suicide
   2. Staff development workshop

B. Classroom and small group guidance with student body
   1. Student orientation
   2. Guest speakers and panels
   3. Counseling groups

C. Programs on suicide prevention to local PTA and community organizations in the Moore School District
   1. Resource speakers
   2. Panel discussions
   3. Audio visual presentation

D. Implementation of suicide prevention units in the school curriculum in appropriate areas
   1. Social studies
   2. Home economics
   3. Physical education
   4. Science

II. **To increase awareness of community referral agencies**

A. Referral lists made available to parents, staff and student body
   1. Placement of posters and various visual aids in classrooms, bulletin boards, and community center with information on where to go or who to call for help
   2. Student handbook
   3. School newspapers: Spotlight, Lions Roar, Jaguar
   4. Local newspapers: Moore American, Norman Transcript

B. Utilize agency personnel for staff development meetings with staff and parent groups
   1. Faculty in-service
   2. Community educational seminars and courses

III. **To continue the efforts of the written guidance program in all critical areas**

A. Self-concept and esteem
B. Decision-making skills

C. Drug education related issues
D. Orientation of students new to the Moore Schools and sixth graders going into seventh
E. Family problems: divorce, single parent, extended families
F. Test interpretation for placement in all special classes

IV. To provide assistance in critical situations

A. Death
B. Suicide
C. Teenage sex
D. Venereal Disease/ A.I.D.S.
E. Abuse
F. Incest
G. Grades
H. Physical needs: clothing, food, etc.

SUGGESTED MATERIALS
(Suicide Awareness Program)

ELEMENTARY: (books)
Coping - A Guide to Stress Management
Coping with Teenage Depression
Discussing Death - A Guide to Death Education
Disturbed Students
Feeling Good About Me
Getting Along with Others - Teaching Social Effectiveness
Getting Along Booklets (Everybody Makes Mistakes)
Human Development Program Level I-VI
If You Really Knew Me Would You Still Like Me?
Learning To Say Good-By When a Parent Dies
Perscnalized Behavioral Modification
Self Esteem: A Family Affair
Self-Esteem: A Classroom Affair
Self-Esteem: 101 Ways To Help Children Like Themselves
Talking About Death
Tell Me About Heaven
The Roots of Self-Confidence
What You Should Know About Self-Esteem
Why Did He Die?

SECONDARY: (books)
Adolescent Disturbance and Breakdown
Can you Talk With Someone Else
Coping With Cliques
Crises Youth Face Today
Do I Know The Me Others See
Easing the Scene
Getting Along With Parents
Growing Up Socially
Growing Emotionally
Helping Children Face Crisis
High School Ahead
How To Raise Teenagers Self-Esteem
How To Get Along With Others
If You Really Knew Me Would You Still Like Me
Learning To Think and Choose
Living With Differences
Living With Loneliness
Making and Keeping Friends
My Life -- What Shall I Do With It
Some Common Crutches
The Mind Benders
To Like and Be Liked
Understanding Yourself
You Always Communicate Something
You're Maturing Now

Your Problems: How To Handle Them

ELEMENTARY: (kits)
Coping with Anger, Embarrassment, Frustration & Jealousy
Dealing with Feelings: Hurt, Anger, and Sharing
Developing Self-Confidence
Families in Crisis
Family Problems - Dealing With Crisis
Fat Albert and the Cosby Kids series
IALAC: I Am Loveable and Capable
Secrets
Understanding and Accepting Yourself
Vulture
What If A Crisis Hits Your Family
You Get Mad: Are You Glad?

SECONDARY: (kits)
Adolescent Conflicts: Dealing With Group Pressure
Adolescent Conflicts: Coping With Competition
But He Was Only Seventeen: The Death of a Friend
Getting Through the Bad Times: Teenage Crises
Me Power: Building Self-Confidence
The Adolescent Experience
Who Comes First: You or the Group?
SECONDARY: (film strips)
Why Did Jenny Have To Die?

SECONDARY: (videos)
As Others See You: Creating a Reputation
It Did Happen Here: Coping With Suicide
Living With Dying
Me Power: Building Self-Confidence
Person to Person: Learning to Communicate
Self-Concept: How I Know Who I Am
Teen Suicide: Who, Why and How
Teenage Blues: Coping with Depression
Trouble at Home: Learning to Cope
Understanding Suicide

REFERRAL AGENCIES
(Suicide Awareness Program)

Affiliated Assessment and Guidance Center
770 Rock Creek Road, Suite 115, Norman, OK 329-4816

Baptist Children's Home
16301 South Western, Oklahoma City, OK 691-7781

Cleveland County Health & Guidance Center
224 South Chestnut, Moore, OK 794-1591

Cleveland County Youth & Family Center
200 North Broadway, Moore, OK 799-5564

Cleveland County Youth & Family Services
Norman, OK 321-0240

Community Charity Eye Clinic
701 N W 8, Oklahoma City, OK 236-5212

Compassionate Friends
Norman, OK 329-4280

Dr. Nelda Ferguson
Oklahoma City, OK 842-8333

Greenleaf Center
1601 Gordon Cooper Drive, Shawnee, OK 275-9610

Dr. Gale Hobson & Dr. Gene Hawkins
8220 S Pennsylvania, Oklahoma City, OK 682-2242

Juvenile Shelter
110 E Eufaula, Norman, OK 321-0240

Juvenile Services Inc (Extended Families)
Norman, OK 364-5334

Moore Youth & Family Services

715 S Service Road, Moore, OK 799-3379

Moore Alcohol & Drug Center
715 S Service Road, Moore, OK 799-7761

Norman Alcohol Information Center
225 W Duffy, Norman, OK 321-0022

Oklahoma University Counseling Center
605 Parrington Oval, Norman, OK 325-2914

Dr. Burnard Pearce
2215 W Lindsey St, Suite 110, Norman, OK 364-4517

Southeast Guidance Clinic
2824 Parklawn Dr, Midwest City, OK 732-8288

State Welfare, Cleveland County Dept of Human Services
Norman, OK 360-4400

State Welfare, Okla County Dept of Human Services
Oklahoma City, OK...(Ann Beam) 521-2282

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REFERRAL AGENCIES

The following are resource referral agencies available in this area:

A Chance to Change (chemical dependency program)
5015 N Penn, Suite 100, Okla City, OK 73112 . . . 840-9000

Action
601 N Porter, Norman, OK 73071 329-0079

Al-Ateen (Ron Wright)
103 N E 1, Moore, OK 73160 794-8872

Alcoholics Anonymous
220 E Gray, Norman, OK 73071 329-1813
2720 N Classen, Okla City, OK 73106 524-1100

Baptist Building (Clearinghouse for Baptist Homes)
Okla City, OK 236-4341

Baptist Children's Home (Rod Phillips)
10301 S Western, Okla City, OK 691-7781

Baptist Children s Home (Margie Garner)
Kingston, OK . . . . . (405) 564-2218

Baptist Home (Mike Nomura, Cheryl Berg)
Owasso, OK . . . . . (918) 272-2233

Big Brothers/Big Sisters (Jack Dyer)
401 W Main, Suite 310, Norman, OK 73069 364-3722

Boys Ranch Town
5100 S E 33, Edmond, OK 73013 341-3600

Central State University (free testing)
Edmond, OK . . . . . 341-2980 ext. 5477

Central State Griffin Memorial Hospital
Norman, OK 321-4880

Cerebral Palsy (J D McCarty Center for Handicapped)
1125 E Alameda, Norman, OK 321-4810

Child Abuse
Norman, OK 73071 360-4400

Child Study Center
1100 N E 13, Okla City, OK 271-5700

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Cleveland County Youth & Family Services
110 E Eufaula, Norman, OK 321-0240

Cleveland County Health & Guidance Center
641 E Robinson Rd, Norman, OK 321-4049

Community Counseling Center
6805 S Western, Suite 501, Okla City, OK 631-3663

Compassionate Friends
Norman, OK 329-4280

County Commissioner, District 1 (Charlie Knapp)
Moore, OK 794-2100

CPC Southwind Hospital (psychiatric - Curtis Lance Beard)
3100 S W 89, Okla City, OK 691-5100

Department of Human Services (Cleveland County)
631 E Robinson, Norman, OK 321-1434

Divorce Visitation Arbitration
111 N Peters, Norman, OK 364-1420

Drug Recovery Inc (counseling ctr)
6161 N May Ave #45W, Okla City, OK 73112 843-8319

Drug Recovery's House of Life (hot line)
505 N Broadway, P O Box 174, Arcadia, OK 73007 . . 396-2921

Ferguson, Dr Nelda
Okla City, OK 842-3333

Frances E Willard Home (Donna Ratzlaff)
Tulsa, OK . . . . . (918) 583-9506

Genesis (home for 18 students - Tod Madland)
Rt 2 Box 237W, Okla City, OK 73049 . . . . . 842-HOPE

Goodland Presbyterian Home
Hugo, OK . . . . . (405) 326-7566
(Exc placement - no extras - Hugo schools - cottage living)

Head Start
Moore, OK 799-5773

High Point (complete services - insurance needed)
6501 N E 50, Okla City, OK 424-3383

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Hobson, Dr Gale & Dr Gene Hawkins
8241 S Walker, Okla City, OK 631-0022

Jordan Diagnostic Center (Dr Dale Jordan)
5700 N Portland, Okla City, OK 946-3033

Juvenile Services Inc (Libba Smith & Ann McGuffey)
Norman, OK 364-5334

Keys Speech & Hearing Center
825 N E 14, Okla City, OK 271-4214

Ledbetter, Dr Don (optometrist)
705 City Ave, Moore, OK 521-1302

Legal Aid Society
Okla City, OK 521-1302

Lodestar (Dr. Gwen Garner)
101 W Main, Moore, OK 73160 794-2709

Methodist Home
Tahlequah, OK . . . . . (918) 456-6166

Moore Health Center (Cleveland County Health & Guidance)
224 S Chestnut, Moore, OK 794-1591

Moore Youth & Family Services (Walt Hedrick)
115 S E 1 Moore OK 73160 799-3379

Moore Alcohol & Drug Center (Walt Hedrick)
715 S Service Rd, Moore OK 73160 799-7761

Moore Hospital (Psych Ctr - Randall Owen)
Moore, OK 793-2302

Moore-Norman Vo-Tech
Norman, OK 364-5703

Mumma, Dr Ben (audiologist)
Okla City, OK 632-3309

Native American Center
2900 S Harvey, Okla City, OK 232-2512

Neighborhood Services Organization
Okla City, OK 232-1361

Norman Hot Line
Norman, OK 364-1420

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Norman Alcohol Info Ctr (Father Dick Virtue)
225 W Duffy, Norman, OK 321-0022

Oklahoma University Counseling Center
605 Parrington Oval, Norman, OK 325-2914

Oklahoma Psychological & Education Center
1113 N W 50, Okla City, OK 73118 842-4435

Oklahoma Society for Crippled Children (Helen Hood)
2100 N W 63, Okla City, OK 848-7603

Parent Teacher Association
(contact president at each individual school)

Parents Assistance (Fran Rice)
Norman, OK 364-1210

Pearce, Dr Burnard
2215 W Lindsey, Suite 110, Norman, OK 364-4517

Perkins, Raymond (Chaplain - Okla Memorial Hosp) (home, 799-9516
Okla City, OK 271-5348

Ragland, Dr Bob (O. U. professor)
1125 N Porter, Norman, Ok 364-3804

Regional Education Service Center
Moore, OK 794-4458

Runkle, Dr. (eyes, ears, & plastic surgery)
Moore/Norman . . . . . 329-4216 or 799-1400

School of Dental Medicine
1001 Stanley Young Blvd, Okla City, OK 271-8096

Shadow Mountain (insurance needed)
Tulsa, OK . . . . . (918) 492-8200

Southwest Guidance Center (Dale Miller)
Wheatland area 745-3419

State Department of Education (Guidance)
Okla City, OK 521-3426

State Welfare (Carla Brackeen)
Norman, OK 360-4400

Teenage Parenting
111 N Peters, Norman Ok 364-1420

The Referral Center (24 hr Hot Line - alcohol/drug)
1215 N W 25, Okla City, OK 73106 525-2525

Timberridge Inst for Children & Adolescents
6001 Classen Blvd, Okla City, OK 848-3518

Toussieng, Dr. Pool
608 N W 9, Okla City, OK 272-0734
(organized first Compassionate Friends; teacher/psychiatrist)

United Methodist Counseling Services (Dr Lawrence Clayton)
1720 N W 27, Suite 1, Okla City, OK 528-1906

Variety Health Center
1504 S Walker, Okla City, OK 235-6401

Venard, Dr Max D (optometrist)
705 City Ave, Moore, OK 794-7844

Walker, Dr Phillip A (optometrist)
Okla City, OK 751-5838

Williams, Dr Richard (Reading professor)
Norman, OK 325-4344

Youth & Family Center
110 E Eufaula Norman, OK 321-0140

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F O R M S

Homeroom _____

Name _____
has an appointment with the school counselor.

Day _____

Date _____

Time _____

Counselor _____

These are printed on 2-part carbon forms.

CAREER EDUCATION PILOT PROGRAM

Name of School_____ Counselor_____

DATE	GOAL	COMPENTENCY	DESCRIPTION OF ACTIVITIES

CASE HISTORY

The following form contains questions aimed at furnishing us with basic information necessary to plan the most appropriate program for your child. You may be assured that this information will be treated confidentially.

_____
Date

I. IDENTIFYING INFORMATION

Name _____ Birthdate _____ Age ____

Address _____ County _____ Phone _____
Street City Zip

Father's Name _____ Address _____

Mother's Name _____ Address _____

Father's Occupation _____ Work Phone _____ Age ____

Mother's Occupation _____ Work Phone _____ Age ____

Name of Person Filling Out History/Relationship _____

Other Family Members in the Home:

Name	Age	Relationship

Birth Order of Child Being Referred: _____

II. BIRTH AND PRENATAL HISTORY

During this pregnancy or delivery, did the mother have any unusual illnesses, conditions, or accidents such as:

	Yes	No		Yes	No
German Measles	____	____	Toxemia	____	____
RH Incompatibility	____	____	Frequent Infections	____	____
False Labor	____	____	Extreme Fatigue	____	____
High Blood Pressure	____	____	Spotting	____	____

Other unusual conditions _____

Conditions Immediately Following Birth:

Did infant have	Yes	No		Yes	No
Feeding problems?	____	____	Swallowing or Sucking Difficulties?	____	____
Seizures?	____	____			
Difficult Breathing?	____	____	Scars or Bruising?	____	____
Jaundice?	____	____	Was infant blue?	____	____

Other Health conditions _____

Does your child take medication on a regular basis? _____

If yes, name and dosage of medication _____

III. SPEECH AND LANGUAGE

What is the primary language spoken in the home?_____

During the first year, did your child make much sound other than crying? _____

Other than crying, would you say he was:
a silent baby _____; a very quiet baby _____;
an average noisy baby _____; or a very noisy baby_____?

At what age did he say his first words? _____

At what age did he begin to name people and objects? _____

At what age did he have a name for everything? _____

At what age did he combine words into small sentences, "Want drink"? _____

At what age did he use complete short sentences?_____

Did speech learning ever seem to stop for a period of time? If yes, describe_____ _____

_____

_____

IV. SCHOOL EXPERIENCES

For students in third grade or below.

Did your child attend preschool? _____

If so, for what period of time? _____

CASE WRITE-UP
(use as needed)

NAME_____BIRTHDATE:_____

SCHOOL_____TEACHER:_____GRADE_____

PERSONAL:

Address_____Telephone:_____

Father_____Occupation:_____

Mother_____Occupation:_____

Brothers/Sisters_____

REFERRAL:_____

ACTION TAKEN / RESULT:

SUGGESTED PROGRAM:

_____
Signature of Counselor

MOORE PUBLIC SCHOOLS
GUIDANCE AND COUNSELING K-12
_____ School Term

CHEMICAL DEPENDENCY PREVENTION COMPONENT

COUNSELORS _____ SCHOOL _____ MONTH _____

METHODS TECHNIQUES USED

_____ Individual Counseling

_____ Small Group Counseling

_____ Classroom Guidance

_____ Crisis Counseling

GRADE LEVEL	KITS-BOOKS-ETC.	FILMS	SPEAKERS	TOPICS - CURRICULUM AREAS

COUNSELOR'S DAILY WORK SHEET

COUNSELOR: _____ DATE: _____

NUMBER OF CONTACTS

	Enrollment	Schedule Change	Indiv. Conference	Academic Counsel.	Drug Education	Career Education	Calls - Misc.	Calls - Parent	Conf - Parent	Conf - Principal	Conf - Teacher	Ind. Educ. Plan	Meetings staff/etc	Group Guidance	Guidance Info Sys.	

White-Personnel File
Canary-Principal
Pink-Teacher

CONFIDENTIAL
MOORE INDEPENDENT SCHOOL DISTRICT
PROFESSIONAL EDUCATORS EVALUATION
COUNSELOR

Date: _____

Counselor's Name: _____ Tenured: _____ Probationary: _____

Present Assignment: _____ School: _____

Years in Present school: _____ System: _____ Profession: _____

TYPE OF EVALUATION: (check one) Formal: _____ Self: _____

	Commendable	Competent	Unsatisfactory	Not Applicable
I. Planning and Organizational Skills:				
A. Assists student progress and provides direction toward positive and productive achievement goals.				
B. Encourages students to utilize appropriate newly learned skills in daily experience.				
C. Maximizes time on task.				
D. Maintains records to student achievement as appropriate.				
E. Demonstrates ability to establish closure in varied situations.				
F. Shows evidence of planning in daily execution of duties.				

Comments: _____

_____

II. Counseling Skills:				
A. Demonstrates counseling skills in individual counseling settings.				
B. Demonstrates counseling skills in group/classroom settings.				
C. Demonstrates effective communication with students.				
D. Provides individual/group/classroom counseling on varied student/teacher concerns.				
E. Involved in conferences and/or home visits with parents as appropriate.				
F. Assists principals in conferences with parents/guardians.				
G. Coordinates referrals of students with special needs in the appropriate department within school and to outside agencies.				
H. Provides district-mandated programs to meet stated goals and objectives of guidance and counseling program.				
I. Adapts counseling to student/parent needs using a variety of counseling strategies.				

Comments: _____

_____

III. Program Management:				
A. Develops and evaluates counseling program using such tools as needs assessment.				
B. Maintains positive and productive counseling environment.				
C. Informs school population of counseling services.				

Comments: _____

_____

IV. Student Achievement:				
A. Provides testing inservice and interpretation of test results.				
B. Counselor assists in monitoring student performance.				
C. Reinforces positive behavior as defined by building discipline policy.				

Comments: _____

_____

	Commendable	Competent	Unsatisfactory	Not Applicable
V. Professional Responsibilities				
A. Follows requirements of state law, district policies, and building procedures.				
B. Fulfills non-classroom duties and responsibilities dependably.				
C. Fulfills required record-keeping responsibilities accurately, e.g. gradebooks, permanent records and attendance records.				
D. Completes requested information accurately and within stated time lines.				
E. Is actively involved in professional growth as evidenced by inservice participation and/or course work.				
F. Initiates suggestions for school and program improvement.				

Comments: _____

_____

VI. Professional Relationships				
A. Exhibits positive and productive teacher-student interaction and understanding of students.				
B. Establishes two-way communications with parents in a professional manner.				
C. Exhibits rapport and cooperation with staff and colleagues.				
D. Cooperates with the administration in developing, implementing, and evaluating the school program.				

Comments: _____

_____

VII. Personal Characteristics				
A. Shows enthusiasm for and interest in teaching.				
B. Exhibits patience, self-control, and tact.				
C. Adapts to changes in routine and new situations.				

Comments: _____

_____

I acknowledge the professional characteristics listed within were discussed and that specific written suggestions were recommended for any area marked unsatisfactory. I understand that my signature below does not necessarily mean that I agree with the evaluation. I also understand that I have the right to discuss my status with the Personnel Director of the Moore Independent School District and to attach a written reply to this document within ten (10) work days, if I so desire.

gnature of Counselor: _____ Date: _____

Signature of Evaluator: _____ Date: _____

EVALUATION OF GOALS AND OBJECTIVES

To be completed by May 20.

Evaluation of Goal 1:

Evaluation of Goal 2:

Evaluation of Goal 3:

JUNIOR HIGH GUIDANCE AND COUNSELING EVALUATION

PLEASE CHECK ONE (position of the person completing this questionnaire):
_____Administrator _____Principal _____Counselor _____Teacher

Approximate number of children you have referred this year _____.

1. Does the Guidance and Drug Prevention Program facilitate the feeling of self worth of the individual student?
   Yes_____ No_____ Not Applicable_____

2. Does the Guidance Program identify and deal with individual differences in students?
   Yes_____ No_____ Not Applicable_____

3. Is the Guidance Program helping the student find answers to his/her own problems?
   Yes_____ No_____ Not Applicable_____

4. Has the Guidance and Drug Prevention Program "had a positive effect on the total school climate.
   Yes_____ No_____ Not Applicable_____

5. Does the Guidance Program maintain warm, non-judgemental availability to students?
   Yes_____ No_____ Not Applicable_____

6. Do the counselors maintain appropriate levels of geniuneness?
   Yes_____ No_____ Not Applicable_____

7. Do the counselors maintain good judgement in emergency situations?
   Yes_____ No_____ Not Applicable_____

8. Do the counselors utilize effective counseling techniques?
   Yes_____ No_____ Not Applicable_____

9. Do the counselors establish and maintain rapport with colleagues?
   Yes_____ No_____ Not Applicable_____

10. Do the counselors assist the students in adjusting to the scholastic, social and personal demands of school life?
    Yes_____ No_____ Not Applicable_____

Please list below any suggestions that you might have to strengthen the Guidance Program.

_____

_____

_____

Date:_____

SENIOR HIGH GUIDANCE AND COUNSELING EVALUATION

PLEASE CHECK ONE (position of the person completing this questionnaire):
_____Administrator _____Principal _____Counselor _____Teacher

Approximate number of children you have referred this year _____.

1. Does the Guidance and Drug Prevention Program facilitate the feeling of self worth of the individual student?
   Yes_____ No_____ Not Applicable_____

2. Does the Guidance Program identify and deal with individual differences in students?
   Yes_____ No_____ Not Applicable_____

3. Is the Guidance Program helping the student find answers to his/her own problems?
   Yes_____ No_____ Not Applicable_____

4. Has the Guidance and Drug Prevention Program "had a positive effect on the total school climate.
   Yes_____ No_____ Not Applicable_____

5. Does the Guidance Program maintain warm, non-judgemental availability to students?
   Yes_____ No_____ Not Applicable_____

6. Do the counselors maintain appropriate levels of geniuneness?
   Yes_____ No_____ Not Applicable_____

7. Do the counselors maintain good judgement in emergency situations?
   Yes_____ No_____ Not Applicable_____

8. Do the counselors utilize effective counseling techniques?
   Yes_____ No_____ Not Applicable_____

9. Do the counselors establish and maintain rapport with colleagues?
   Yes_____ No_____ Not Applicable_____

10. Do the counselors assist the students in adjusting to the scholastic, social and personal demands of school life?
    Yes_____ No_____ Not Applicable_____

Please list below any suggestions that you might have to strengthen the Guidance Program.

_____

_____

_____

Date:_____

GUIDANCE & COUNSELING PROGRAM EVALUATION
Moore Public Schools

School: _____ Counselor: _____

Assignment: _____ Date: _____

	YES	NO	NOT OBSERVABLE
1. The Guidance & Counseling Program facilitates the self worth of students.			
2. The Guidance & Counseling Program identifies and deals with individual differences in students.			
3. The Guidance & Counseling Program has a positive effect on the total school climate.			
4. The Counselor works with students in individual counseling, small group counseling and/or classroom guidance.			
5. The Counselor spends time with total school staff in needs assessment, program development, program implementation, and evaluation.			
6. The Counselor shares information gained from home visits and outside agencies with those involved with the student.			
7. The Counselor shares information and serves as a member of the team for student placement and/or individual programs.			
8. The Counselor holds in-service with teachers for group testing and interprets test data upon request.			
9. The Counselor is involved in teacher, parent, principal, special teacher, nurse and outside agency conferences.			
10. The Counselor keeps a daily log of all guidance and counseling activities.			

	YES	NO	NOT OBSERVABLE
11. The Counselor participates in professional meetings and workshops.			
12. The Counselor attends Moore Public School's regular guidance staff meetings.			
13. The Counselor attends Moore Public School's guidance in-service sessions and workshops.			
14. The Counselor organizes a guidance committee in the home school, holds regular meetings, keeps written minutes of meetings and turns a copy of minutes to guidance coordinator.			
15. The Counselor meets with students in guidance and counseling sessions to review and discuss the individual transcripts.			
16. The Counselor assists students with curriculum choices.			
17. The Counselor shares information concerning career opportunities for students.			
18. The Counselor assumes the professional responsibility of completing and turning in all reports and records when due.			

19. The approximate percentage of time the Counselor spends in each of the following areas in an average week is:

Classroom Guidance_____ Teacher Confer.___
Test Interpretation & Information _____
Academic Information & Services _____ Parent Confer.____

Individual Counseling___ Group Counseling___
Telephone Conferences___ Supervisory Duty___
Attendance _____ Discipline _____
Computer Work _____ Student Schedule___

A conference was held on _____.
(date)

_____
Counselor

_____
Evaluator

_____
Evaluator

cc: Counselor, Coordinator, Central Administration Office

JUNIOR HIGH GUIDANCE AND COUNSELING EVALUATION
(PARENTS)

Date:_____

Dear _____:

We need your help in evaluating our Guidance, Counseling, and Drug Prevention Program in the Moore Public Schools. Please answer the questions below in regard to your child _____.

1. Do you feel the Guidance, Counseling and Drug Prevention Program has helped your child?

   Yes_____ No_____ Not Applicable_____

2. Did you receive helpful information from the counselor concerning your child?

   Yes_____ No_____ Not Applicable_____

3. Have you had ample opportunity to talk with the counselor regarding your child?

   Yes_____ No_____ Not Applicable_____

List below any suggestions or comments you have regarding the Guidance, Counseling, and Drug Prevention Program:

_____

_____

_____

Thank you for filling out this evaluation. Please return it to me as soon as possible.

Yours truly,

_____ _____

(Counselor) (School)

SENIOR HIGH GUIDANCE AND COUNSELING EVALUATION
(PARENTS)

Date:_____

Dear _____:

We need your help in evaluating our Guidance, Counseling, and Drug Prevention Program in the Moore Public Schools. Please answer the questions below in regard to your child _____.

1. Do you feel the Guidance, Counseling and Drug Prevention Program has helped your child?

   Yes_____ No_____ Not Applicable_____

2. Did you receive helpful information from the counselor concerning your child?

   Yes_____ No_____ Not Applicable_____

3. Have you had ample opportunity to talk with the counselor regarding your child?

   Yes_____ No_____ Not Applicable_____

List below any suggestions or comments you have regarding the Guidance, Counseling, and Drug Prevention Program:

_____

_____

_____

Thank you for filling out this evaluation. Please return it to me as soon as possible.

Yours truly,

_____ _____

(Counselor) (School)

JUNIOR HIGH GUIDANCE AND COUNSELING EVALUATION
(FOR STUDENTS)

DATE:_____

Dear_____:

We need your help in evaluating our Guidance, Counseling and Drug Prevention Program in the Moore Public Schools. Please answer the questions the way you feel about each.

1. Has the counselor made me feel that I am an important person?

   Yes_____ No_____ Doesn't Apply

2. Has the counselor been of help to me in assisting me to be able to make my own decisions.?

   Yes_____ No_____ Doesn't Apply

3. Has the counselor explained the tests to me so I may be able to do better in my school work?

   Yes_____ No_____ Doesn't Apply

4. Has the counselor talked with me as often as I would like?

   Yes_____ No_____ Doesn't Apply

5. Do I feel free to call on the counselor when I need to?

   Yes_____ No_____ Doesn't Apply

List below ways that the counselor could have helped you more.

_____
_____
_____
_____

Thank you for filling out this evaluation. Please return to me as soon as possible.

Yours truly,

_____ _____
(Counselor) (School)

SENIOR HIGH GUIDANCE AND COUNSELING EVALUATION
(FOR STUDENTS)

DATE:_____

Dear_____:

We need your help in evaluating our Guidance, Counseling and Drug Prevention Program in the Moore Public Schools. Please answer the questions the way you feel about each.

1. Has the counselor made me feel that I am an important person?

   Yes_____ No_____ Doesn't Apply

2. Has the counselor been of help to me in assisting me to be able to make my own decisions.?

   Yes_____ No_____ Doesn't Apply

3. Has the counselor explained the tests to me so I may be able to do better in my school work?

   Yes_____ No_____ Doesn't Apply

4. Has the counselor talked with me as often as I would like?

   Yes_____ No_____ Doesn't Apply

5. Do I feel free to call on the counselor when I need to?

   Yes_____ No_____ Doesn't Apply

List below ways that the counselor could have helped you more.

_____
_____
_____
_____

Thank you for filling out this evaluation. Please return to me as soon as possible.

Yours truly,

_____ _____
(Counselor) (School)

GOALS & OBJECTIVES
GUIDANCE AND COUNSELING
MOORE PUBLIC SCHOOLS

Counselor _____

School _____

Date _____

TALLY OF NEEDS ASSESSMENT FOR GUIDANCE AND COUNSELING

_____ A. Counselor-conducted classroom group guidance

_____ B. Teacher consultation with counselor

_____ C. Individual counseling service to students

_____ D. Small group guidance service to students

_____ E. Testing in-service and interpretation of group tests

_____ F. Assistance with adjustment of new students to school setting and procedures

_____ G. Assistance in conferences with parents of counselees

Other Goal Related Activities Listed By Teachers

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Statement of Goal:

Statement of Objective:

Description of Activities:

N E E D S A S S E S S M E N T
for
GUIDANCE, COUNSELING AND DRUG PREVENTION PROGRAM
MOORE PUBLIC SCHOOLS

The guidance services are now being planned for the school year. Please give your input by responding to the check list below and by providing other ideas about activities you feel are important to a successful guidance program.

The goal of the guidance program in the Moore Public Schools is to help improve the self-concept of all student in grades K-12.

Listed below are suggested activities designed to assist in reaching our goal. Please rate the importance of each by ranking them 1 to 7 with number 1 being top priority.

_____ A. Classroom guidance conducted by the counselor

_____ B. Teacher consultation with counselor

_____ C. Individual counseling service to students

_____ D. Small group guidance service to students

_____ E. Testing in-service and interpretation of tests

_____ F. Assisting new students to adjust to school setting and procedures

_____ G. Assistance in conferences with parents of counselees

Please list your ideas for other important goal-related activities below:

1. _____
2. _____
3. _____

Teacher_____
Building_____
Grade Level_____

Please return to:_____
Counselor

PERMISSION FOR INDIVIDUAL TESTING

STUDENT'S NAME_____ BIRTH DATE_____

SCHOOL_____ GRADE_____

I hereby give permission for my child,_____, to participate in testing. I understand that the information gained from these instruments could possibly be helpful in determining how the Moore Public Schools can best meet the individual and educational needs of my child. I further understand that the test results will be used only for professional use, and that I may learn the results if I so desire.

_____ _____

Signature of Parent/Guardian Date

_____ _____

Counselor School

PERMISSION TO RELEASE INFORMATION
to
MOORE PUBLIC SCHOOLS

Date_____

I, _____, do hereby give permission

for_____

to release counseling and testing information regarding

_____

to the Moore Public Schools' Elementary Guidance Department.

_____
Parent/Guardian of Child

_____
Elementary Counselor

_____
Date

PERMISSION TO RELEASE INFORMATION
to
INDIVIDUALS / AGENCIES

Date_____

I, _____, do hereby give permission for the Moore Public Schools to release information regarding _____ to the individuals and agencies mutually agreed upon.

_____
Parent/Guardian of Child

Individuals and/or agencies:

_____

_____

_____

_____

_____

_____

QUARTERLY REPORT OF COUNSELOR

COUNSELOR_____QUARTER_____

Number of Contacts

Enrollment . . . . . _____

Schedule Change . . . . . _____

Individual Conference . . . . . _____

Academic Counseling . . . . . _____

Drug Education . . . . . _____

Career Education . . . . . _____

Calls - Miscellaneous . . . . . _____

Calls - Parent . . . . . _____

Conference - Parent . . . . . _____

Conference - Principal . . . . . _____

Conference - Teacher . . . . . _____

Individual Educational Planning . . . . . _____

Meetings - Staff/Counselors . . . . . _____

Group Guidance . . . . . _____

Hours

Filing, records, correspondence, etc. . . . . _____

Group guidance . . . . . _____

Meetings: Counselors . . . . . _____

Professional . . . . . _____

Non-counseling duties_____ . . . . . _____

Testing . . . . . _____

Other Activities

1. _____

2. _____

___ Psychological Evaluation
___ Speech Evaluation
___ Counseling Only

Moore Public Schools

Administrative Service Center
400 North Broadway
Moore, Oklahoma
73160

Office of the Assistant Superintendent
Research

REFERRAL CONSENT

I hereby give _____
(School Name)

permission to refer _____
(Child's Name & Date of Birth)

and provide pertinent test information and/or medical results

to _____
(Guidance Center Name)

_____
(Date)

_____
Parent or legal guardian signature

_____
Coordinator/Director

_____
Date

White - Cleveland County Health Dept.
Green - Assistant Superintendent
Canary - Placement Office
Pink - Parent
Goldenrod - Principal

White — Guidance Clinic
Canary — Placement & Records
Pink — Director/Special Services
Goldenrod — Originator

MOORE GUIDANCE CLINIC
224 South Chestnut
Moore, Oklahoma 73160

Emergency Referral

MOORE PUBLIC SCHOOLS

Name of Student _____ Address _____

Birthdate _____ Age _____ Sex _____ School _____ Grade _____

_____

Mother's/Guardian's Name Street City Phone: Work & Home

_____

Father's/Guardian's Name Street City Phone: Work & Home

REASON FOR REFERRAL:

State reason for referral _____

_____

_____

_____

_____

The standard referral form and Parent Consent form will be forwarded within three days.

_____ _____

Date Referring Person

_____

Signature: Principal

APPROVED BY:

_____ _____

Date Director of Special Services

REFERRAL TO COUNSELOR (7-12)

School_____ Date_____ Counselor_____

Student's Name_____

Reason for Referral: _____

_____

Teacher's Observation: (check if applicable)

_____ Social Adjustment Problems
_____ Noticeable Change in Behavior
_____ Personal Problems
_____ Noticeable change in Attitude Toward School
_____ Needs Help in Adjusting to New School Environment

Please list observable behavior that would be of benefit to the counselor:

_____

_____ _____

Principal's Signature Teacher's Signature

****

Follow-up

Date_____ Comment: _____

_____

_____

Counselor's Signature

REQUEST FOR INFORMATION

Moore Public Schools
Moore, Oklahoma

Date_____

STUDENT NAME: _____ DOB: _____

SCHOOL: _____ GRADE: _____

PERSON MAKING REQUEST: _____

PURPOSE OF REQUEST:

_____

_____

_____

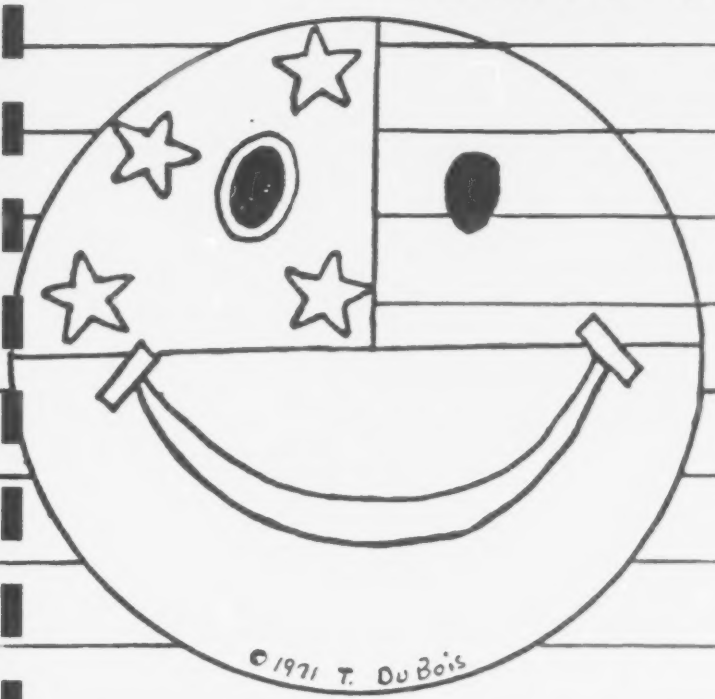
_____

The above requested information was received by:

_____
Signature

_____
Date Received

SMILE-O-GRAM



MOORE ELEMENTARY GUIDANCE, MOORE, OKLAHOMA

HAPPYGRAM

Moore Public Schools Moore, Oklahoma

A REPORT OF GOOD WORK

MOORE PUBLIC SCHOOLS RECEIPT
S T U D E N T R E M O V A L

STUDENT:_____ Date of Birth:_____ Age:_____

School:_____ Grade:_____ Sex:_____

Address:_____ Home phone:_____ Work #:_____

Parent/Guardian:_____

CHECK ONE:

_____Parent/guardian was notified by _____
(name) (position)

_____Unable to notify parent/guardian._____
(name) (position)
will be responsible for following through with notifying parent/guardian..

PERSON RECEIVING CHILD:_____

Relationship to child:_____

Agency represented:_____ Badge I.D. #:_____ Tel:_____

Warrant/Court Order Number:_____

CUSTODY OF THE ABOVE LISTED CHILD IS BEING REMOVED FROM THIS SCHOOL ON THIS _____ DAY OF _____, 19__ AT _____a.m./p.m. FOR THE FOLLOWING REASONS:

_____
_____
_____

_____ _____

(SIGNATURE - school personnel) (SIGNATURE of person taking child)

WHITE COPY - Principal
CANARY COPY - Counselor
PINK COPY - Person Rcv'g Student

MOST USED NUMBERS

A Chance to Change
7501 N W Expressway, Okla City, OK 722-6473

Al-Ateen
102 N E 1, Moore, OK 794-8872

Cleveland County Youth & Family Services (Jay Stevenson)
Moore OK 799-5564

Compassionate Friends
Norman, OK 329-4281

Contact 848-2273

Day Treatment (alternative school)
115 S E 1, Moore, OK 799-3370

Lodestar Center
101 W Main, Moore, OK 794-3709

Moore Alcohol Information Center
225 W Duffy, Norman, OK 321-0023

Moore Youth & Family Services (Sandy Ryden)
S Service Rd, Moore, OK 799-3379

Moore Public Health Ctr
224 S Chestnut, Moore, OK . . . . . 794-15[illegible]

Teen Hot Line 271-8030

Tough Love 692-8472
. 691-0437
. 364-3697
. 495-6012

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NOTES

INDIAN EDUCATION

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ARTIST — WANDA BIDDIE

MOORE

INDIAN

EDUCATION

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NEEDS ASSESSMENT

Program goals and objectives were developed from an extensive needs assessment program. The needs assessment included the identification of Indian students on the OIE Form 506 for students who qualify under Title V-C P.L. 100-297 and the identification of Indian students on the BIA Indian Enrollment report who qualify for Johnson O'Malley.

Needs assessment forms were published in the "Moore American" and the "Penny Pincher", two publications of wide distribution in the Moore School District. Copies of the needs assessment were distributed to members of the Indian community.

The Parent Advisory Committees compiled and prioritized the needs of the Indian students as submitted by members of the Indian community. The special needs of Indian students in the Moore School District were identified and prioritized in the following order:

1. Tutorial services in academic areas to improve academic achievement of Indian students.
2. Supplemental counseling services to Indian students to accomplish improvement in self-image and self-concept, drug prevention education, career education, improvement in attendance, and reduction in dropout rate.
3. Activities to increase awareness of and appreciation for Indian culture, heritage, and tradition through arts and crafts.
4. Supplemental counseling services to Indian students for increasing dissemination of information about scholarships, grants, and career opportunities, and to assist Indian students in making preparation for post secondary education and career entrance requirements.
5. Increased opportunities for vocational training.

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OBJECTIVES

Specific Goals and Performance Objectives of the Indian Education Program are:

1.0 Indian students of the Moore Public Schools should exhibit skill in reading, math, and related subjects.

1.1 Seventy-five percent of all Indian students who receive compensatory instruction in reading will make a gain of one month of improvement for each month of instruction.

1.2 Seventy-five percent of all Indian students who receive compensatory instruction in math will make a gain of one month of improvement for each month of instruction.

2.0 Indian students of the Moore Public Schools should demonstrate knowledge of Indian culture, heritage, and tradition.

2.1 Seventy-five percent of the Indian students will satisfactorily complete Indian art projects during the school year.

3.0 Students of the Moore Public Schools should possess feelings of pride in one's self.

3.1 Seventy-five percent of Indian students will demonstrate positive self-concept by maintaining passing grades during the school year.

3.2 Senior Indian students will demonstrate pride in Indian ancestry by applying for grants and / or scholarships for post-secondary study.

4.0 Secondary Indian students in the Moore Public Schools will demonstrate knowledge of higher educational and career opportunities available to them.

4.1 Senior Indian students will satisfactorily complete a teacher-made checklist relative to scholarships and grants available to Indian students.

4.2 Junior Indian students will satisfactorily complete a teacher-made checklist relative to career opportunities available to Indian students.

OBJECTIVES

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(a) The elementary program will center upon classroom and small group activities, involving Indian students, that will enhance the image of Indian culture for both Indian and non-Indian students. Both direct and referral counseling services will be available to Indian students and their parents. In the case of referrals, the counselors will carry out the following procedures:
   (1) The counselor will confer with the teacher about the referral made in order to gain background information and understanding before conferring with the Indian student.
   (2) The counselor will confer with the parents of the referred Indian student through school visits, home visits, or telephone conferences.
   (3) The counselor will report to the referred Indian student's teacher what recommendations are suggested for the student.

(b) Counselors will devote the majority of their time working with students in group situations. In addition to providing counseling services, the counselors will maintain the following:
   (1) In the support program, it is projected that elementary counselors will work with each Indian student in a group situation at least once per quarter and work with Indian students individually on a referral basis.
   (2) In the support program, each elementary counselor will maintain records of the number of Indian students who have participated in group activities, the number of individual conferences held, and the number of referrals handled.

(c) At the secondary level, the counselors will devote the majority of their time working with Indian students on an individual basis. Counseling activities will center on career education, providing information about grants and scholarships, arranging for individual assistance with academic subjects, and in general, aiding Indian students to succeed in school. In addition to providing counseling services, the counselors will maintain the following:
   (1) In the support program, it is projected that the secondary counselors will meet with each secondary Indian student individually or in small groups at least once a semester and work with Indian students on a referral basis.
   (2) In the support program, each secondary counselor will maintain records of the number of Indian students counseled, student achievement, student dropouts, and parent conferences.

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INSTRUCTIONAL PROGRAM

(a) The prescriptive teacher will work with Indian students on a referral basis. As referrals are made the prescriptive teacher will follow the following sequence:
  (1) Meet with the Indian student's teacher to acquire information on the student's problem.
  (2) Administer diagnostic tests to determine specific weaknesses of each student referred when necessary.
  (3) Prescribe remedial techniques and material to be used with the referred student.
  (4) Provide follow-up for the referred student.

(b) Tutorial services will be provided by the tutors when the instructional prescription has been written. The tutors will work with the homeroom teachers and counselors to provide compensatory instruction.

(c) The prescriptive teacher will work with Indian students on a referral basis. They should be able to test and prescribe instruction for approximately 160 pupils per quarter.

(d) The prescriptive teacher will maintain records of all referrals, pre and post test data, prescriptions written and the follow-up conference information. Pre and post achievement tests will be administered to all Indian students in the elementary grades.

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PARENT ADVISORY COMMITTEES

PARENT ADVISORY COMMITTEES

This program has two Indian Parent Advisory Committees. Each committee adheres to the precise requirements as specified by the guidelines of the funding agencies. It is the responsibility of these committee members to meet monthly, review and approve minutes of all meetings, and receive regular reports on the budget and expenditures. The Parent Committees review and prioritize the needs submitted by members of the Indian community and recommend that the proposal be developed to reflect the needs. The committees receive monthly staff reports of program activities. Committee members are given the opportunity to discuss items of interest or concerns during each meeting.

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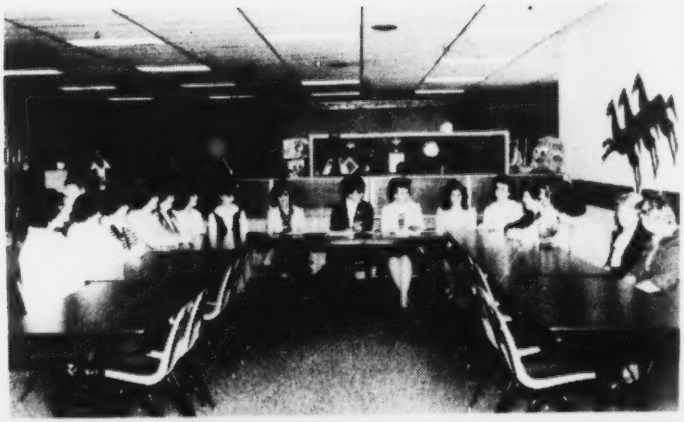

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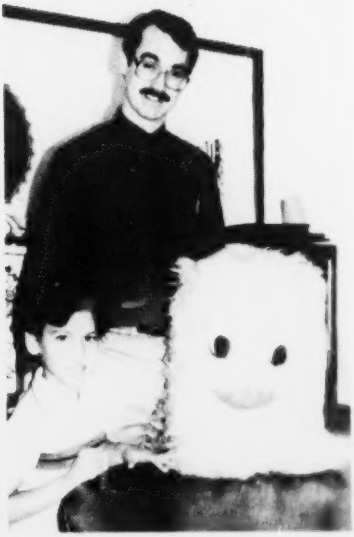

IN-SERVICE

IN-SERVICE

The primary objective of in-service training is to increase the knowledge of all staff members in the Moore Public Schools related to Indian education. The in-service activities are conducted for administrators, classroom teachers, and the Indian education staff.

Monthly meetings are scheduled for Indian counselors and Indian tutors related to Indian culture, Indian arts and crafts, and Indian heritage. Indian tutors receive training in tutoring techniques in the skill areas of reading and math. Teachers are scheduled to attend an awareness in-service meeting related to Indian education. Orientation meetings are scheduled with the principals of all buildings to inform them of the total project and the philosophical position of Indian education.

DISSEMINATION

Upon the recommendation of the Parent Advisory Committee members, the Indian Education Project will provide for dissemination and interpretation of bilingual proceedings and materials where necessary. The Parent Committees review and approve minutes of all meetings and receive regular reports of the budget and expenditures at monthly meetings.

The Moore School publishes a school paper which has featured the Indian Education Program on numerous occasions. The "Daily Oklahoman", the "Moore American", the "Penny Pincher", and the "Norman Transcript" have all featured this innovative and exciting Indian Education Program.

The Project staff has provided technical assistance to numerous school districts in and outside the State of Oklahoma. This technical assistance has been of a workshop nature involving the Project Director, Indian counselors, and Indian tutors.

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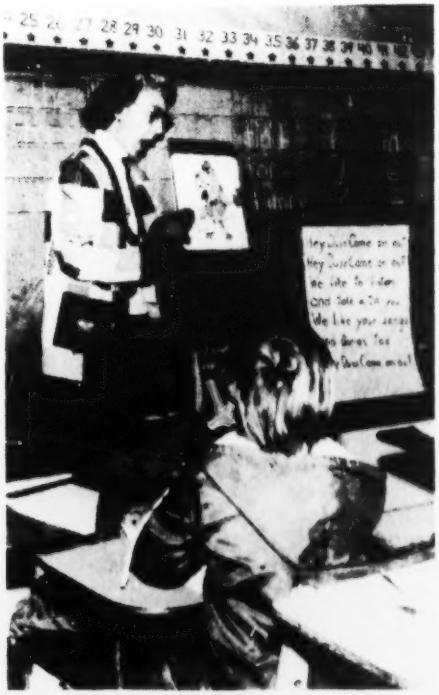

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FINANCIAL AND GRIEVANCE CONTROLS

Grievance Procedure

Should students, parents, community members, or tribal representatives have a grievance relating to the program, the aggrieved shall follow these steps:

1. Confer with the responsible staff member concerning the grievance.
2. Should the grievance not be resolved, the aggrieved shall then confer with the Program Director concerning the grievance.
3. Should the grievance remain unresolved, the aggrieved should then confer with the Superintendent concerning the grievance.
4. Should the Superintendent fail to resolve the grievance, the aggrieved may then petition, in writing, a hearing before the Indian Education Parent Committee concerning the grievance. The aggrieved shall be notified of the date of this hearing within ten (10) days of receipt of the hearing petition.
5. Should the grievance remain unresolved by the Parent Committee, the aggrieved may petition, in writing, a hearing before the Board of Education of the Moore School District.

Fiscal Control

Funds received for the Indian Education Program are accounted for through the use of the regular State Department of Education prescribed accounting procedures. All items of expenditure are substantiated by numbered purchase orders, encumberance numbers, and warrant numbers. All financial transactions are kept by computer processing and are regularly audited by a private auditing firm as well as the auditors from the State Department of Education. This parent committee is regularly briefed as to the status of project funds.

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Absentee Shawnee
Aleut
Algonquin
Apache
Blackfoot
Caddo
Cherokee
Cheyenne/Arapaho
Chickasaw
Chippewa
Choctaw
Comanche
Creek
Delaware
Iroquois
Kickapoo
Kiowa
Lac Courte Oreilles
Miami
Mohawk
Navajo

TRIBAL REPRESENTATION

Osage
Otoe Missouria
Ottawa
Paiute
Pawnee
Ponca
Potawatomi
Powhaten
Quapah
Sac & Fox
Seminole
Seneca
Serrano (San Manuel)
Shawnee
Sioux
Susquehanna
United Lumbee
Winnebago
Wichita
Wyandotte
Yaqui

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Dr. Jerry W. Rippetoe, Superintendent of Schools
Mr. Roger Pryor, Asst. Superintendent of Elementary Education
Ms. Pat Ross, Director of Indian Education and Student Services
Ms. Charlotte Bennett, Guidance & Drug Education Coordinator
Dr. Richard P. Williams, Project Consultant

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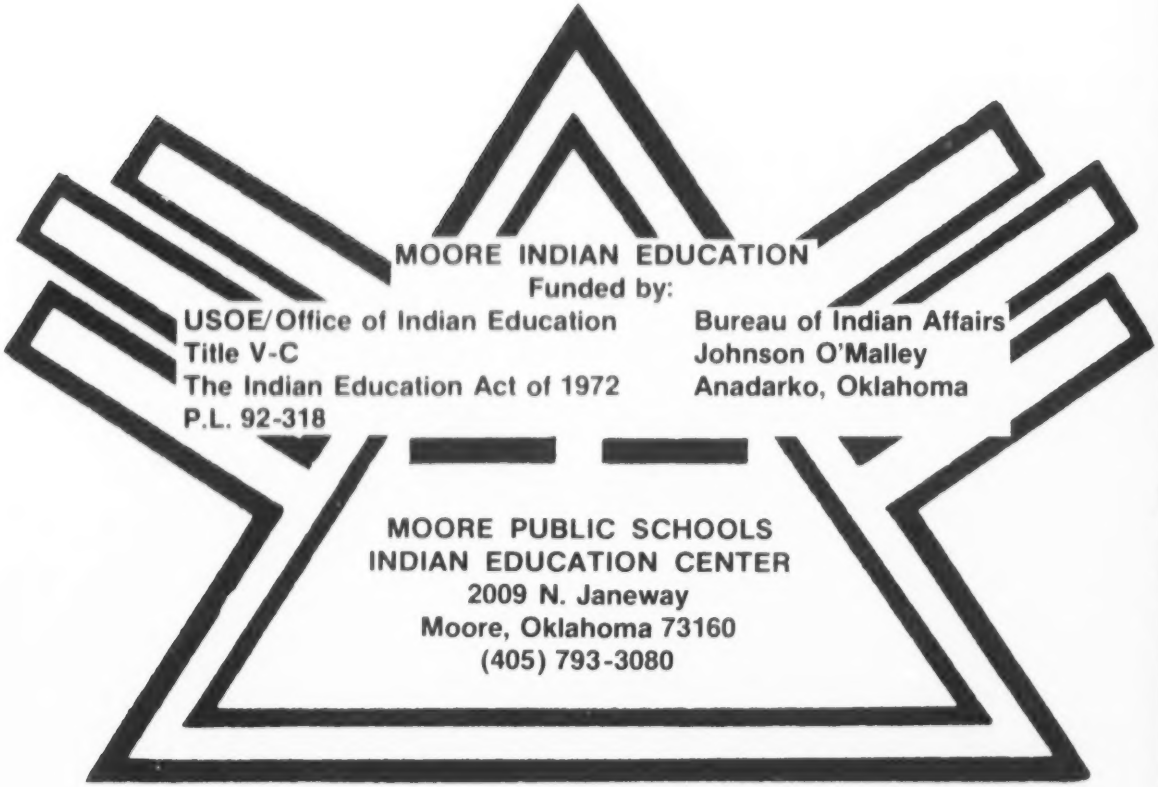

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MOORE INDIAN EDUCATION PROGRAMS
MOORE INDIAN EDUCATION CENTER
MOORE, OKLAHOMA

THREE A'S OF SUCCESS

ACADEMICS
ATTITUDES
ACCOUNTABILITY

ACADEMICS

Individualized Program
Moore Crafts w/Curriculum
Moore Tutors Handbook
Reading and Math
Resources

ATTITUDES

Appreciation
Classroom Guidance
Crisis
Heritage
Individual Counseling
Self Respect
Small Group Guidance

ACCOUNTABILITY

Administration
Assessment & Evaluation
Counselors
Parent Committees
Students / Parents
Teachers

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M O O R E P U B L I C S C H O O L

"INDIAN RAP"

By Andy Williams

LISTEN UP Y'ALL, I GOT A STORY TO TELL
ABOUT AN INDIAN PROGRAM YOU KNOW SO WELL.
THEY WORK WITH LITTLE KIDS, TO HELP 'EM GET AHEAD,
TO FACE THE WORLD HEAD-ON, TO LOSE THEIR SENSE OF DREAD.
THEY GOT FOUR BIG SECRETS TO THEIR SUCCESS.
THEY'VE TRIED OTHER METHODS, BUT THESE WORK THE BEST.

FIRST YOU HAVE COMMUNICATION AND COOPERATION,
PEOPLE WORKING HAND IN HAND ALL ACROSS THE NATION.
YOU GOTTA TALK THINGS OUT, TO SETTLE THE SCORE.
IF ONE PERSON PIPES UP, HEY, THEY'LL BE MORE.
NEXT COMES COUNSELING FOR THOSE WHO GOT TROUBLES.
THEY BUILD UP THEIR SELF-ESTEEM AND SHOW 'EM THEY ARE LOVEABLE.
WITH LUCK, THESE LITTLE KIDS LEARN TO BE CARING,
TO LEARN THAT THEIR EMOTIONS ARE GOOD, AND THEY'RE FOR SHARING.
THIRD YOU GOT CULTURE, AND YOU HAVE TO TAKE PRIDE
IN YOUR INDIAN HERITAGE TO KEEP THE PAST ALIVE.
YOU LEARN TO MAKE CRAFTS, IN TURN THESE SKILLS
HELP YOU TO CREATE THINGS, AND THAT'S A THRILL.
LAST IS THE CURRICULUM, THE IMPORTANT LESSON PLAN,
MADE SO A KID CAN LEARN, AND FIND OUT ALL HE CAN.
PUT 'EM ALL TOGETHER AND YOU GET THE JOB DONE.
YOU DON'T JUST LEARN ABOUT YOURSELF, YOU HAVE FUN.
THIS PROGRAMS BEEN WORKING SINCE 1974,
IT'S BEEN GOING STRONG FOR 16 YEARS, SO WHO KNOWS HOW MUCH MORE
TIME IT'LL TAKE BEFORE WE ALL LEARN THE LESSON
THAT SELF-RESPECT IS THE ULTIMATE BLESSIN'.
THAT'S THE END OF MY RAP
AND IF YOU WANT ANOTHER,
DON'T ASK ME
I GOT PICKED BY MY MOTHER.

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MOORE PUBLIC SCHOOLS
TITLE V-C OBJECTIVE (MEASURABLE) REPORT
SCHOOL YEAR 1989-90

OBJECTIVE 1: Seventy-two percent of the Indian students will demonstrate positive self-concept by maintaining passing grades during the school year.

2,294 Title V-C students (K-12) participated
90% met the objective

OBJECTIVE 2: Seventy-two percent of the senior Indian students will achieve a 50% score gain on pre/post teacher-made checklist relative to scholarships and grants available to Indian students.

192 Title V-C students were enrolled in 12th grade at the time the checklist was given
89% met the objective

OBJECTIVE 3: Seventy-two percent of the junior Indian students will achieve a 50% score gain on pre/post teacher-made checklist relative to career opportunities available to Indian students.

199 Title V-C students were enrolled in the 11th grade at the time the checklist was given
95% met the objective

OBJECTIVE 4: Thirty-two percent of the senior Indian students will demonstrate pride in Indian ancestry by applying for grants and/or scholarships for post-secondary study.

192 Title V-C students were enrolled in the 12th grade
17% met the objective

OBJECTIVE 5: Seventy-two percent of those students (K-6) who are receiving compensatory instruction in **READING** will make a gain of one month of improvement for each month of instruction.

101 Title V-C students (K-6) were tutored in reading
74% met the objective

OBJECTIVE 6: Seventy-two percent of those students (K-6) who are receiving compensatory instruction in **MATH** will make a gain of one month of improvement for each month of instruction.

56 Title V-C students (K-6) were tutored in math
82% met the objective

OBJECTIVE 7: Seventy-seven percent of the Indian students will satisfactorily complete one Indian cultural project.

1,109 Title V-C students (K-6) were enrolled in the program at the end of the school year
99% met the objective

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MOORE GUIDANCE AND COUNSELING
MOORE PUBLIC SCHOOLS
MOORE, OKLAHOMA

FOUR C'S OF SUCCESS

COUNSELING
CURRICULUM
COMMUNICATION
COOPERATION

COUNSELING

Individual
Small Group
Classroom Guidance
Crisis
Self-Esteem

COMMUNICATION

Teacher/Administrator
Student/Parent
Counselors
Guidance Committee
PTA/PSAT

CURRICULUM

Elem./Sec. Written Program
Academic/Career Information
Drug Prevention
Suicide Prevention
Biofeedback

COOPERATION

Related Services
In-Service for Staff
Guidance Week
Red Ribbon
Public Relations

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CHEMICAL DEPENDENCY PREVENTION PROGRAM

(A PART OF THE TOTAL GUIDANCE AND COUNSELING PROGRAM K-12)

Kindergarten & First Grade.....	Growing Up Strong (mental wellness -- featuring Gus & Gussie dolls -- created at the University of Oklahoma)
Kindergarten thru Third.....	Bucky (Beaver) Buchanan
Second Grade.....	BABES program (Beginning Alcohol & Addictions Basic Education Studies) - features puppets
Third Grade.....	Discover (mental wellness curriculum)
Fourth Grade.....	Advanced Growing Up Strong Enhancing Emotional Competence (Turtle) McGruff (Take a Bite Out of Crime) Red Cliff Wellness Drug Abuse Program
Fifth Grade.....	DARE (Drug Abuse Resistance Education) LIFT (Living in Freedom Today) Triple AAA materials (substance abuse)
Sixth Grade.....	Lions Quest (Skills For Adolescents)
Seventh thru Ninth Grades.....	Assemblies in Drug Awareness Monthly Drug Education Curriculum Peer Helper Program Student Assistance Program TIP (Target Interactive Project) USA Drug Education
Tenth thru Twelfth Grades.....	Assemblies in Drug Awareness Monthly Drug Education Curriculum Peer Helper Program Student Assistance Program USA Drug Education
Kindergarten thru Twelfth Grades....	PRIDE (Parent to Parent)

****

FOR MORE INFORMATION CONTACT:

MOORE PUBLIC SCHOOLS
Guidance, Counseling, and Drug Education
2009 N Janeway, Moore, Oklahoma 73160
(405) 793-3080 or 793-3081
Pat Ross, Director of Student Services
Charlotte Bennett, Coordinator of Drug Ed.

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MOORE GUIDANCE, COUNSELING & DRUG PREVENTION PROGRAM
SOURCES FOR PROGRAM MATERIALS
January, 1991

BABES	17330 Northland Park Court Southfield MI 48075 1-800-54-BABES
DARE	1-800-223-DARE (program) 1-800-688-DARE (products)
DISCOVER (K-8)	c/o Margie Burton 601 Burntwood Court Sherwood AR 72116 (501) 834-7167
GROWING UP STRONG	University of Oklahoma Center for Child & Family Development 555 E constitution St Suite 221 Norman OK 73037 1-800-522-0772 Extension 1446 (in state) 1-800-523-7363 Extension 1446
L.I.F.T.	Chance to Change Foundation 5015 N Pennsylvania, Suite 100 Penn Park Office Complex Oklahoma City OK 73112 (405) 840-9000
MCGRUFF	1700 K Street NW, 2nd Floor Washington DC 20006 (202) 466-NCPC Fax: 202-296-1356
PEER HELPER	Accelerated Development Inc 3400 Kilgore Ave Muncie IN 47304

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PRIDE PARENT TRAINING	1240 Johnson Ferry Pl, Suite F-10 Marietta GA 30068 1-800-486-PRIDE
QUEST INTERNATIONAL	P. O. Box 430 Newark OH 43055 1-800-288-6401
RED CLIFF	First American Prevention Center P O Box 529 Bayfield WI 54814 1-800-634-9912
STUDENT ASSISTANCE	Cornerstone Counseling & Consulting 1509 N Shawnee Shawnee OK 74801 (405) 275-8080
TRIPLE AAA	American Automobile Assoc P O Box 75022 Oklahoma City OK 73147
TURTLE	Feelings Factory 510 St Marys St, Suite 5 Raleigh NC 27605 (919) 828-2264

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